

1974

# Pressures on Iowa football coaches to win

Ted Eugene Runyan  
*Iowa State University*

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**Pressures on Iowa football coaches to win**

by

**Ted Eugene Runyan**

**A Dissertation Submitted to the  
Graduate Faculty in Partial Fulfillment of  
The Requirements for the Degree of  
DOCTOR OF PHILOSOPHY**

**Department: Professional Studies**

**Major: Education (Educational Administration)**

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## CHAPTER I. INTRODUCTION

The pressures exerted upon all kinds of coaches to produce winning teams is something which many people seem to be aware of but for which few researchers have actually tried to determine the extent and sources of the pressures.

The high school football coach is in an especially visible position. He operates in the public spotlight for many weeks each fall. His skill in motivating young men to work hard toward achieving success on the field may or may not result in a winning season. The resulting pressures and problems associated with his position would seem to be widely diverse and variable in their severity, depending upon the past success or failure for any given school.

There have been many reports of coaches losing their positions because of the pressures exerted by the various publics that the coach finds himself involved with, viz, parents, faculty members, booster clubs, sports fans, students, and even members of his team. Administrative backing, or lack of same, would therefore seem to be a vital element for any coach who needs to "weather" adverse criticism of himself as a coach, and his football program in general.

Examination of various abstracts, books by successful practitioners, and magazine articles reveals a lack of consensus in regard to the skills that the successful football coach should possess. There seem to be widely differing opinions on how effective undergraduate college training is in preparing them for their positions as teacher-coaches and for the



concomitant pressures. It also appears that the pressures, cumulatively, are in the direction of winning. All sorts of other shortcomings may be overlooked if the coach wins many (most or all) of his games.

If pressures are exerted on coaches to win, it is almost certain that this pressure will be passed on to the athletes who participate in football.

### The Problem

Educators; parents, the public, and the press have speculated over the years on the pressures placed upon football coaches to produce winning teams. The pressure problems vary by sports and by communities. The major problems are undefined and not specified by existing research. In general terms, the problem of this dissertation is to determine the problems of, and the resultant pressures on, Iowa high school football coaches as perceived by the coach himself, his superintendent, his athletic director, and selected school board members, student-athletes, and parents of student-athletes.

### Objectives

The objectives of this study are to:

1. Define the major pressures on Iowa high school football coaches.
2. Ascertain how much, and which pressures come from the various segments of the community.

3. Determine how much pressure comes from within the individual coach as a result of his desire to win and his enthusiastic attitude toward winning, as opposed to outside pressure.
4. Determine if any association exists between perception of total pressure and a coach's won-lost record in the sport of football.
5. Determine perceived pressures passed on to athletes.
6. Determine the relationship of a coach's leadership personality to the pressures he perceives and to his coaching success.

More specifically, the problem of this investigation is to test the following operational hypotheses:

1. There is no significant difference in the perceived pressures on a coach among various school sizes.
2. There is no significant difference in the perceived pressures between coaches with good won-lost records and those with poor won-loss records.
3. There is no significant difference in the pressure perception between beginning and experienced coaches.
4. There is no significant difference in the pressure perception between a coach and his superintendent.
5. There is no significant difference in the estimation of pressure between a coach and his athletic director.
6. There is no significant difference in the pressure perception between a coach and his school board president.

7. There is no significant difference in the pressure perception between a coach and a selected student-athlete.
8. There is no significant difference in the pressure perception between a coach and a selected student-athlete's parent.
9. Coaches' leadership style will not vary by size of school, coaching success and years of coaching experience.
10. All coaches will tend to score higher on structure than on consideration and higher than the general public on the L.O.Q.

### Need for the Study

Through the medium of television, football has captured the imagination of the public and has become the number one spectator interest sport. Because of this interest, the position of the high school football coach has also increased in its importance.

This study attempts to find aids to assist the young coach. Certain of the pressures that are satisfying need to be maximized, while those that are dissatisfying need to be minimized. Furthermore, it is postulated that certain types of leadership personality bear the pressures more successfully. If true, these personality types should be recognized and understood by those who recruit and train coaches.

### Delimitations

The scope of this study includes coaches of high school football in the state of Iowa during the past school year. The respondents

include the coach himself, his superintendent, his athletic director, his school board president, a student-athlete, and a student-athlete's parent. The diverse selection of individuals is intended to provide an "echo" verification of the coach's perception of pressures. Each coach was asked to arbitrarily select the student-athlete and the student-athlete's parent.

The mailed questionnaire was selected as the instrument for soliciting information and opinions of the respondents because of the practicability of such an instrument, and because of it's wide acceptance as a research tool. A statistically valid sample of Iowa school districts belonging to the Iowa High School Athletic Association and participating in football, was chosen to receive this questionnaire. Districts were selected in such a manner as to be representative of all districts in the state. The questionnaire used in this study requests both opinion and factual information.

## CHAPTER II. REVIEW OF LITERATURE

Pressures on coaches to win is a favorite topic of newspaper men and magazine writers, who usually deplore the win-or-else situations. Nonetheless, there has been very little scientific research completed vis-a-vis the pressures on coaches to win. For this reason the assumption was made that various problems associated with coaching at all levels would be pertinent to the subject. Much of the research data came from sources dealing with the problems of coaches in general.

Farrell (10) studied the problems of the head basketball coaches of Kansas high schools and the frequency and difficulty of these problems as reported by the head basketball coaches.

Farrell's (10) conclusions were:

1. Problems which appear most frequently are not necessarily the most difficult problems for basketball coaches to solve.  
The solution of a type of problem which appears only occasionally may be very difficult for the few experiencing it.
2. Basketball coaches are confronted by the following type problems (in rank order): a) team problems, b) equipment problems, c) facility problems, d) officials problems, and e) personal problems.
3. Basketball coaches find the following types of problems the most difficult to solve (in order of difficulty): a) facility problems, b) equipment problems, c) team problems, d) personal problems, and e) officials problems.

4. Problems of basketball coaches vary considerably in the following classifications: a) playing experience in basketball, b) number of classes taught, c) size of community population, d) professional preparation in physical education, e) number of different subjects taught, f) size of school enrollment.
5. There is little variation in the problems of basketball coaches in the following classifications: a) number of years coaching experience, b) where coaches attended college, c) number of assistant coaches.
6. Basketball coaches need to be prepared to teach subjects not only in their major field but also in at least one minor field or in a second major.
7. There is a tendency for schools to employ as basketball coaches men trained and certified as teachers in physical education.
8. Basketball coaches, as a rule, leave the coaching field after a limited number of years of coaching experience.
9. Schools tend to employ as basketball coaches men having experience as players in both high school and college basketball.
10. Basketball coaches have, as a rule, begun coaching as head coaches, without assistants and in small schools.

A follow-up study by Farrell (11) involving the problems of head high school football coaches in the state of Kansas was completed two

years after his study of basketball coaches.

Conclusions from this study were:

1. Tenure in coaching is relatively short since the majority of coaches leave the profession after a few years.
2. Coaches in the state of Kansas have duties to fulfill as classroom teachers in addition to their football coaching responsibilities. Coaches seem to have about the same teaching load regardless of their professional preparation or experience.
3. Most graduating coaches must expect to start as an assistant in a large school or as a head coach in a small school.
4. Facility problems are definitely the most difficult problems for coaches to solve and are only slightly affected by professional preparation, experience, coaching situations and sizes of school and community.
5. Coaches who graduated from a state university in Kansas seem to have fewer facility problems but a wider range of other problems than any other single group.
6. Coaches are most often confronted with the following types of problems, in order of frequency of occurrence, a) facility, b) equipment, c) medical, d) team equipment, e) personnel.
7. Problems vary somewhat with respect to the following areas:
  - a) professional preparation, b) size of community, c) college from which they graduated, d) size of their school enrollment, e) coach's playing experience in football, f) number of

assistants.

8. There is little variation in the coaches' problems when they are analyzed using the following classifications:
  - a) number of years they have coached, b) number of subjects taught, c) number of classes taught, d) number of professional courses taken.
9. A large majority of Kansas high schools do not have adequate facilities and equipment to offer football as an interscholastic activity.
10. Many duties are given to coaches that should be assigned to a person or persons who do not necessarily need to be as fully trained or as highly paid.
11. Most schools are inadequately prepared to provide for the safety of students participating in interscholastic football.

Pitts (39), in a study of Missouri high school football coaches, found that the percentage of coaches with favorable won-lost records increased as the number of years of coaching experience increased. He also found that winning was positively associated with the number of years the coach had held his present position. He concluded that a relationship between favorable won-lost records and longevity in coaching positions did exist. Obviously this would indicate that many winning coaches continue in coaching while those with losing records tend to quit.



The following mobility trends were revealed by an analysis of the data gathered by Pitts (39):

1. Most coaches do not expect to retain their present positions until retirement age is reached.
2. Most coaches do not expect to coach until retirement age is reached.
3. A majority of the coaches expressed a desire to coach in college.
4. Most coaches who leave their positions have unfavorable won-lost records for the last year in that position.
5. Most coaches who remain in one position for a period of six years or longer have favorable won-lost records in that position.
6. Most coaches who remain in the coaching profession for a period of six years or longer have favorable overall won-lost records.

Even though the coaches surveyed did not believe there was too much emphasis placed on winning, they expressed a belief that the coaching aspects of their positions were more important than the teaching aspects and hence wanting to win did influence the performance of their duties as teachers and coaches.

A study was undertaken by Schieffer (43) to ascertain the public's attitude toward interscholastic athletics in the high schools of Tucson, Arizona, School District One. Responses to the questionnaire were

gathered from a cross section of the adult population of Tucson. Victory was not considered necessarily the greatest value to be derived from athletic contests. In addition, coaches were expected to possess and display high standards of character. High standards for student-athletes were also expected in both citizenship and in their academic work. Schieffer (43) concluded that coaches for that school district should be selected who practice wholehearted support of the educative aspects of sports, especially those involved with personality and attitude development of athletes. Accordingly, he concluded that the coach's tenure should not be dependent upon a winning record. In addition, he recommended a public information program be developed to explain the goals and practices in the athletic program and their implications.

According to Larche (24), college aide programs for the preparation of coaches seldom include formal course work to prepare the pre-service coach for the value conflicts and pressures to follow. He found wide differences in the interpretation of terminology in areas such as philosophy, policies, objectives, and psychology of coaching. He recommended two areas for further study: public relations and guiding principles of successful coaching. Both would seem to be directly related to the pressures upon football coaches to win.

A study by Latham (25) was concerned with personality traits related to success in the athletic coaching of football. He cited the difficulty of developing a rating scale that was consistent when used by different groups of raters. In this study the groups of raters were high school administrators, high school football coaches, and high school

football players. Rater variability in using the phrases in Latham's Forced Choice Rating Scale (25) resulted in a lack of consistency in the relationships between the same phrases when used by the different groups.

An interesting study of college and university coaches concerned pressures for removal of a coach. Richardson (41) undertook this study of coaching tenure and its relationship to sportsmanship. The study had a two-fold purpose: 1) to administer a sportsmanship test to selected university and college head coaches and 2) to determine the differences in expectations of pressure to replace a head football coach as a result of poor won and lost record. A secondary purpose was to determine the empirical relationships among the coach's teaching rank, his teaching tenure, his class load, and the financial aid awarded to football players and to relate these factors to the problem of pressure. The sportsmanship test selected for use in the study had been used previously as a research tool and was considered to be a valid and reliable instrument of measurement.

Analysis of the results indicated that officials and head coaches of the universities had higher expectations of pressure than did the college officials and head coaches. The head football coaches differed significantly in their performance on the sportsmanship test. The differences appeared to indicate that the college coaches scored higher on the test than did the university coaches. University presidents indicated that they would receive less pressure than would the athletic directors and the head coaches in the event of a losing season. However, the athletic directors and the head coaches agreed in their expectations

of pressure. At the college level, the presidents did not agree with the athletic directors and head coaches in their expectations of pressure, the difference appeared to indicate that they (the presidents) would receive less pressure. The athletic directors and head football coaches agreed in their expectation of pressure.

Clay (7) conducted an analysis of the teaching situation of graduates holding majors in physical education. Three broad findings emerged from this investigation. The first component is represented by the social and economic environment of the teacher; the second component is that of the profound influence which is exercised upon the teacher's life by the quality and the spirit in which he is educated in college; the third component was the most difficult of the three to assess and the one which was least amenable to change. The ability of some educators to overcome problems lies in the gift of facing and handling difficult situations. This ability to cope with the problems and the pressures present in the field of coaching seems to be a very important part of any successful teacher-coach. It was this investigation that prompted the use of the Leadership Opinion Questionnaire (L.O.Q.) as a means of identifying personality leadership styles for this dissertation.

Cosby (8) was highly critical of athletics in general and football in particular at the high school level. He listed great stadiums and gymnasiums, long schedules, night games, tournaments, championships, sportswriter publicity, and booster clubs as some of the influences which have tended to overemphasize the "gate" and underemphasize the educational values of interscholastic athletics, much to the disgust of

many people. He stated that it was obvious that whether athletics are detrimental or beneficial was dependent upon those adults directly responsible for their organization and promotion.

His summary of the weak points of the athletic programs are as follows:

1. Stress on the winning at all costs.
2. The game belongs to the adult spectator, rather than the student spectator or players.
3. The game is no longer fun, it is a dirty, foul work.
4. The student body is sold out for a price.
5. The players are sold for a price.
6. Health is impaired.
7. Citizenship is impaired, and bad citizens are produced rather than good citizens.
8. The program isn't for everyone, the player who has the greatest condition gets to participate. Again the highest bidder.

The good points an athletic program should possess in reality rather than merely on paper, according to Cosby, are:

1. Good, clean, healthier fun for all who participate.
2. The teaching of good citizenship.
3. Sportsmanship despite the odds.
4. Cooperation and team work on the field as well as off.
5. Hard losers, who will take defeat with a grain of salt, take inventory of their mistakes, then set about correcting them.
6. Conditioning of the mental being as well as the physical.
7. Safety of the players should come first. They should not be allowed to play, no matter how slight the injury.
8. No boy or girl should be prevented from playing because they are not as large as their peers.
9. The program should be developed to serve all students who desire to participate, regardless of their ability.

Some of the steps he suggested for achieving these goods points are:

1. Give the game back to the players and the student body. After all, it is their school.

2. Keep the athletic program in it's proper place, do not allow it to infringe upon the rights of other departments either in time or money.
3. Do not allow players to play with injury for the sake of a win.
4. Stress sportsmanship.
5. Teach citizenship.
6. Do not let school boards, administrators, or coaches exploit the youth of the community for their own selfish gain.
7. Enforce eligibility rules.
8. Require rigid physicals and training rules.
9. Stress clean living.
10. Design a well rounded program.
11. Make a program for all, both boys and girls.
12. Prevent outside interference by booster clubs.
13. Clear the playing area of anyone who displays unsportsmanlike conduct, no matter who he is.
14. Stop charging students to see a game they have a right to see.
15. Stop selling the best seats to outsiders for a price; give them to the students Cosby, 1963, (8).

Pressures on athletes at the college level are described by Padwe (37) in an article about Gary Shaw, a football player at the University of Texas from 1963 through 1967. Shaw indicated that the fans and pom-pom girls and band members seemed to be having the most fun, while the football players had a quite different life. Shaw indicated that his college football years were a life of constant fear, not so much a fear of physical pain, as a mental stress - the fear of failure, a fear that he indicated gnaws at the insides of the marginal player in any sport. Beyond players cheating in class, exploiting the coaching staff's "favorite" professors and players playing with injuries when they shouldn't have been, Shaw's biggest concern was the way the coaches used a player's fears as a weapon to keep him obedient. He was greatly concerned with what this does to a player, with what it eventually makes him as a person.

In describing the obedience expected from the players, Shaw indicated there was constant pressure as the coaches determined how the players were to measure up and if they had. As a result of this pressure, Shaw felt that his teammates could be described as the most docile people he had ever known.

Players who fell behind because of lack of talent or injuries or lack of motivation were encouraged to drop out by having to participate in exhausting "fundamental drills". The fundamental work consisted mainly of tackling drills, sometimes lasting as long as two and one-half hours. Other drills, starting at 5:00 A.M., were designed to "help" the boys who had some discipline problems. Those who did quit provided the coaches an extra scholarship or partial scholarship to use for someone who might contribute more.

The real problem, as Shaw saw it, was not in his coaches, but in what they did to one another and what they required other coaches, like Royal, to do to them. Shaw felt the only way to eliminate coaches who will do anything for victory is to stop demanding that they must win.

Looney (28) has detailed how pressures to win have caused some athletes to cheat. He also notes that athletic honesty is changing. Back in 1940 Cornell University found that it had been given five tries instead of the allowed four to score the game-winning touchdown over Dartmouth. Cornell promptly relinquished the victory. Cornell President, Edmond Ezra Day, appeared before the dejected football players after the forfeiture and told them, "We have done the right thing, the clean thing, and this will live with us." At Miami in the fall of 1972, the

University of Miami found it had been given five tries instead of the allowed four to score the game-winning touchdown over Tulane in a football game. Miami promptly kept the victory.

In Looney's opinion, Dartmouth received a victory it deserved and Tulane was cheated out of one it deserved. Because of such shenanigans, ethics in sports are a growing concern to many, says Looney. He quoted Gunther Tuschen, a University of Illinois professor and an expert on the problem, as saying it was his estimate that "the amount of cheating in sports is very substantial."

A symposium on sports and ethics was held recently with much of the discussion directed toward the issue of cheating. Cheating seems to occur as the pressure for success grows. Cheating occurs because of the desire to win. Symposium participants' frank comments went beyond the usual maxim that winning is not the most important thing. They said that it's the only thing; that it is better to have an immoral victory than a moral victory in a losing effort; that defeat is worse than death because you have to live with defeat.

Other major points of the symposium were:

1. Cheating is part of life and therefore part of sports.
2. It very likely is widespread but caused largely by the competitive desire to win at all costs.
3. The question of how to ease these competitive pressures was discussed, but without noticeable success. As one coach said, "How do you tell an athlete to try hard, but not too hard?" (28).

At the professional football level two writers provide prospective.



Dave Anderson (2), in the New York Times, quoted George Allen after his Washington Redskins victory over the New York Jets 35-17. Allen was told that CBS pickets had cut the T.V. cable, blacking out the game. "The hell with the cables," Allen said, "the only important thing is that we won." This would seem to typify the attitude of many coaches at the professional level. The rapid turnovers of head football coaches in the professional ranks attests to the continuous pressure for producing winning football teams. Kramer and Schoop (21) quoted Vince Lombardi, his coach with the Green Bay Packers, as often saying, "Winning is not the most important thing, it is the only thing".

Veller (51) wrote of the vital relationships that a coach needs to maintain if he is to be successful in his position over time. He mentioned the principal, fellow teachers, the custodial staff, other coaches, physical education teachers, the band instructor, the student body, and news media as all being important to the coach's program.

Emerson wrote, "He who has a thousand friends, has not a friend to spare, but he who has one enemy will meet him everywhere." Veller (51) stated that had Emerson been a contemporary writer he must have had the coach in mind when he wrote this truism. When he wins, the coach may get by without being liked, but when he is on the losing side he needs all the friends he can muster.

Grieve and Myers (15), in supporting the idea of extra compensation for coaching, had the following to say about coaches:

The coach is always open to criticism and pressures from the community. Few are the coaches who have never been criticized in a community. Winning

by too much, losing, not playing enough boys or playing too many. They cannot possibly please everyone. When it comes to pressure, it is doubtful if anyone in the school system receives more than the coach (Grieve and Myers, 1969, p. 99).

After a consideration of the literature and an examination of first person advice from active coaches, it seems likely that some pressures are desirable and are pleasing to coaches, while other pressures are undesirable and dissatisfying. It seems likely then, that certain pressures can be identified that can be promoted while others can be removed.

Herzberg, 1966 (17), in his landmark studies of industrial job satisfaction, found this to be true in satisfaction of workers. He identified two kinds of influence factors which he called hygienes and motivators. The hygiene factors involve the lower motivational needs of an individual such as good working surroundings, pay incentives, pension plans and job security. Those people who are satisfied by these elements derive less satisfaction from their work. These individuals tend to be extremely negative about their working conditions.

Those people who show a genuine interest in their work are less concerned with the hygiene factors. They associate their work with the self-actualizing elements of accomplishment, involvement with the basic goals of the company, and psychological growth for themselves. The motivational factors of the vocation are their major concern. Perhaps there are hygiene and motivator pressures in coaching.

It is possible that the major pressures on a coach come, at least

in part, from the short duration of an athletic season at the high school level. At the present time, a prep school coach must develop and train a team in the three and one-half months provided. Yet rapid change must be adapted to because of the changing fortunes of the won-lost record, injuries, academic eligibility, and the ever improving strategy of other coaches. There never seems to be enough time.

Toffler (47), in Future Shock provides an excellent account of the problems people encounter when they are overwhelmed by change. Changes in society, and the resultant pressures, are receiving increased attention from writers and researchers. The author points out how very few people know about preparing for change. Change, with its accompanying pressures, is bound to be an element that present and future coaches will need to contend with.

Pressure-problem studies concerning business managers and school administrators have also been undertaken. C. E. Wilson (56), in a study of tension in high school principals, attempted to distinguish high tension principals from low tension principals. He further tried to compare the tensions of principals to the tensions in businessmen. The findings indicated that 13.3 percent of the businessmen felt they were under high tension, while only 6.6 percent of the principals felt this tension. Businessmen were found to do less homework than principals while principals drank and smoked less.

Wilhelms (55) and Jacobson (18) wrote articles concerning principals under pressure in different settings: rural, suburban, and urban. They found that more pressures develop in urban settings, where there is fear

of physical danger in and around the school and where increasing teacher demands are expressed through professional negotiations. Teacher militance was also found to be more prevalent in urban situations due to more complex problems involving student unrest and lack of adequate facilities.

Tschirki (48) completed a dissertation in 1972 that revealed the five most pressing problems faced by the elementary principal in the midwest. They were:

1. The absence of a clearly defined role (provided by his district) prevented the principal from devoting the necessary time to improving instruction.
2. Communication, especially with parents.
3. Finance.
4. Facilities.
5. The willingness and ability of his staff to maintain current thinking on new ideas and research.

He also identified several significant problems in the planning, development, and implementation of innovative programs.

Anton (3) is currently studying the job satisfaction of secondary school principals. He has identified several negative pressures which lead to job dissatisfaction. The purpose of the study is to improve the study and practice of secondary administration and the preparation of principals.

Pressures and problems are increasing in the teaching field in general according to Morse (32). He pointed out that no one is surprised when new teachers list discipline as their number one problem at school.

But today many seasoned teachers echo the complaint, and several able teachers have left the profession to avoid the daily hassle. He also stated, additionally that no one can expect fewer problems in the days ahead. Pupils are more demanding; peer power and group contagion make the teacher an adult minority of one.

Brown (5) pointed out that stress and anxiety are not necessarily detrimental, which reinforces Herzberg's principle that different influences cause satisfaction and dissatisfaction. Research shows that individuals must learn to meet and resolve stress in a constructive way in order to mature and grow. But younger people are limited in their ability to cope with anxiety and stress. They need to develop the necessary skills, ideas, and attitudes for coping with it. The teacher-coach can contribute to or reduce the general level of stress for those under him. In addition, his personal anxieties can affect his teaching-coaching style.

Possibly, the effects of pressures, either positive or negative, may depend primarily on the kind of personality possessed by a particular coach. It could be, for example, that considerate, soft-hearted coaches suffer much more when athletes are injured than do their more hard-nosed colleagues. Both types of coach, of course, may lose games because of injuries, but the more sensitive, considerate coach may have greater empathy with the player whose career is shortened or tragically destroyed.

Some coaches are much more organized than others. They have

extremely structured personalities and are highly task-oriented. Are these coaches helped by pressures, or do the rapid changes necessitated by the happenings in a series of games drive these men to distraction? Research by Fleishman (13) has provided an instrument to assess the consideration and structure of an individual's personality.

Extensive research studies have confirmed that consideration and structure may be regarded as two major dimensions of leadership behavior:

Fleishman's (12) definition of consideration and structure are as follows:

Consideration (C) reflects the extent to which an individual is likely to have job relationships with his subordinates characterized by mutual trust, respect for their ideas, consideration of their feelings, and a certain warmth between himself and them. A high score is indicative of a climate of good rapport and two-way communication. A low score indicates the individual is likely to be more impersonal in his relations with group members.

Structure (S) reflects the extent to which an individual is likely to define and structure his own role and those of his subordinates toward goal attainment. A high score on this dimension characterizes individuals who play a very active role in directing group activities through planning, communicating information, scheduling, criticizing, trying out new ideas, and so forth. A low score characterizes individuals who are likely to be relatively inactive in giving direction in these ways.

Many estimates of reliability and validity are given in a variety of sources derived from an exhaustive consideration of the literature on the Fleishman instrument. By and large the evidence is pretty clear that consideration and structure scores on these scales are not dependent on intelligence and that such correlations as there are with

personality measures do not contradict the meanings given to the constructs but confirm that these attitudes may be held independently of personality traits. The Leadership Opinion Questionnaire (L.O.Q.) is considered a well-made instrument.

### CHAPTER III. METHODS AND PROCEDURES

The survey portion of this study was designed to yield information in regard to the pressure and problems of Iowa football coaches as outlined in the first chapter. The sampling and subsequent statistical treatment was designed to define the major pressures on Iowa high school football coaches as perceived by the coach himself, his superintendent, his athletic director, and selected school board members, student-athletes, and parents of student-athletes. This chapter describes the methods and procedures used to develop the sampling instrument, the selection of the sample, and the statistical treatment and analysis of the data secured from the respondents.

The writer first became interested in this problem as a result of reading the minutes of a Board of Control meeting that appeared in the September, 1971 bulletin of the Iowa High School Athletic Association. The Board of Control members had reviewed a partially completed questionnaire that had been developed by the Athletic Association staff. The questionnaire was to be used to seek information from administrators concerning their experiences with pressures on coaches to have a winning season. Rather than conduct the study themselves, they decided to contact some of the state educational institutions to see if a doctoral candidate could study this problem.

Bernie Saggau, Executive Secretary, and David Harty, Assistant Executive Secretary of the Iowa High School Athletic Association, were contacted in September, 1971, about this study. They were encouraging



and pledged their support if the study were undertaken. No similar study was being conducted or had been completed to their knowledge.

It was decided to stratify the schools that play football by geographical region and enrollment size. Football play-offs were conducted in Iowa for the first time in November, 1972. The schools participating were divided into four geographical regions and four enrollment classifications. The same arrangement was used for this investigation.

The four enrollment classifications are AAAA, 700 pupils or over (42 schools); AAA, 300 to 699 pupils (80 schools); AA, 175 to 299 pupils (106 schools); and A, fewer than 175 pupils (201 schools). The total number of schools playing football is 429. The 42 largest schools (AAAA) are taken from the state as a whole; the other classes were all chosen from within four geographical areas.<sup>1</sup>

On the advice of Professor Roy Hickman of the Iowa State University Statistical Laboratory, the schools were arranged in alphabetical order by region and by class and a random sampling techniques was used to select 200 of the football playing schools population of 430 in 1971.

A correction for sampling error was also administered. The computation of sampling error can be outlined as follows:

Let  $X_i$  = the response of the  $i$ th school to some variable of  
 interest where  $i = 1, 2, \dots, 200$ .

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<sup>1</sup>Not all schools participating in football were necessarily entered in the play-offs. No school is required to participate. The classifications used in this study include all football-playing schools.

The estimate of the population mean of  $X_i$  is

$$\bar{X} = \frac{200}{\sum_{i=1}^{200}} X_i / 200.$$

The per element variance of  $X_i$  can be estimated by

$$S_x^2 = \frac{200}{\sum_{i=1}^{200}} (X_i - \bar{X})^2 / 199$$

and the estimated variance of  $\bar{X}$  can be computed by the following relationship:

$$\text{VAR}(\bar{X}) = \frac{430-200}{430} \frac{S_x^2}{200}.$$

The estimated standard deviation (standard error) of  $\bar{X}$  is, of course,

$$\text{VAR}(X).$$

Upon completion of the random selection, copies of a letter from this investigator, Professor Richard P. Manatt, and Bernie Saggau, Executive Secretary of the Iowa High School Athletic Association, were mailed to the selected schools, asking if they would participate in the study. Though the office of the Iowa High School Athletic Association the letters were mailed to each school in care of the head football coach (see Appendix A). Questionnaires were sent to six people from each participating school:

1. Head football coach
2. Superintendent of schools
3. Athletic director
4. School board president
5. Student-athlete

## 6. Student-athlete's parent or guardian.

Two questionnaires were used. The first questionnaire was designed to collect data in two general areas. The first part of the questionnaire sought descriptive information of a personal nature while the second part consisted of questions concerning the problems and resultant pressures on coaches. Individual items in the survey instrument were developed in response to the Review of Literature and from hypotheses developed in Chapter I.

The second instrument used was the L.O.Q., by Edwin A. Fleishman (12) and copyrighted by Science Research Associates, Inc. This is a valid instrument that has been used to a considerable extent in industry to measure opinions of leadership. It was used to compare the coach respondents perceptions of leadership.

Herzberg's (17) theory of employee motivation was useful in conceptualizing the questionnaire format. Herzberg commented on his original study and several other investigations which replicated his study as follows:

The findings of these studies, along with corroboration from many other investigations using different procedures, suggest that the factors involved in producing job satisfaction (and motivation) are separate and distinct from the factors that lead to job dissatisfaction. Since separate factors need to be considered, depending on whether job dissatisfaction is being examined, it follows that these two feelings are not opposites of each other. The opposite of job satisfaction is not job dissatisfaction but rather no job satisfaction; and similarly, the opposite of job dissatisfaction is not job satisfaction, but no job dissatisfaction.

If Herzberg is correct, then it seems likely that some pressures provide satisfaction to a coach while others provide no satisfaction.

Aid in the development of the questionnaire was solicited from the head football coaches of the larger universities in Iowa and from selected newspaper sports writers, all of whom were from within Iowa (see Appendix B).

Additional assistance was received from the head football coach of a leading professional team. His opinion was sought because of his previous background and experience. It was also thought that he would provide a different perspective by reason of his experience at the professional level.

Selected head basketball coaches in Iowa and one outside the state were also surveyed to obtain their opinions concerning problem-pressures in coaching and their aid in developing the questionnaire. This survey also made possible, for the conceptualizing of the questionnaire, a comparison of the responses of the football and basketball coaches.

A class of 16 teachers and administrators in Education Administration, 615E, Seminar in Educational Administration, provided many suggestions during a "brain storming" session during a class meeting on April 25, 1972.

The questionnaire was validated through the use of a small "jury" group. There were:

Mr. Robert Sanger  
Head Football Coach  
Britt Community School  
Britt, Iowa 50423

Mr. Frank Munch  
Athletic Director  
Forest City Community School  
Forest City, Iowa 50436

Mr. Ronald Donald  
Head Football Coach  
Van Horne-Benton Community School  
Van Horne, Iowa 52346

Mr. Robert Perry  
Head Football Coach  
Northwood-Kensett H.S.  
Northwood, Iowa 50459

Mr. Larry Mitchell  
Head Football Coach  
Ventura Community School  
Ventura, Iowa 50482

Mr. Robert Thurness  
Head Football Coach  
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Mr. Jack Steinberg  
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Mason City, Iowa 50401

Mr. Howard Dorman  
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Woden-Crystal Lake Community School  
Crystal Lake, Iowa 50432

Mr. Robert Siddens  
Athletic Director  
West Waterloo High School  
Waterloo, Iowa 50702

Mr. E. J. Bluemeyer  
Superintendent  
Garner-Hayfield Community School  
Garner, Iowa 50438

Mr. Orlyn Wiemers  
Superintendent  
Thompson Community School  
Thompson, Iowa 50478

Dr. Jerry Hoenshel  
Superintendent  
Odebolt-Arthur Community School  
Odebolt, Iowa 51458

Mr. R. R. Lasier  
Superintendent  
Clear Lake Community School  
Clear Lake, Iowa 50428

Mr. James Alexander  
Superintendent  
Hampton Community School  
Hampton, Iowa 50441

Mr. Bernie Saggau  
Executive Secretary  
Iowa H.S. Athletic Assn.  
Boone, Iowa 50036

Mr. Dave Harty  
Asst. Executive Secretary  
Iowa H.S. Athletic Assn.  
Boone, Iowa 50036

The questionnaires were mailed May 11, 1973, through the offices of the Iowa High School Athletic Association.

The coaches of the participating schools were to give the questionnaires to the superintendent, athletic director and school board president. The coach was also to select the student-athlete whom he considered to be the squad leader. The questionnaire was then given to the student-athlete and his parent or guardian.

The survey instrument used a five point scale in obtaining respondent opinions: (1 - strongly agree; 2 - agree; 3 - no opinion; 4 - disagree; 5 - strongly disagree). For each school district, each respondent questionnaire contained the same 45 statements. In addition, the coach's questionnaire contained questions relative to years experience, school size, and won-lost record.

A stamped, addressed manila envelope was included for the return of each school's questionnaires. When ten days had passed, with no reply, a second letter was mailed to the coach who had not replied. A third letter was mailed two weeks after the last reminder to those head coaches where some of the respondents had not returned their individual questionnaires. Only those returns that contained responses from all respondents of a given school were used.

Analysis of variance was used to determine if there were significant differences in the responses of coaches categorized by size of school, won-lost record, and their years experience as a head coach.

Paired t-tests were used to compare the responses of coaches with each of the other five respondents. The t-tests were computed for the combined sample and for the different category levels (for example, the four categories of won-lost record, four categories for size of school, and three categories of head coaching experience). The computer package Statistical Package for the Social Sciences (34) was used to compute analysis of variance and paired t-test runs. The formula used for computing the paired t-test was:

$$t = \frac{\bar{d}}{S_{\bar{d}}}$$

where

$$\bar{d} = X_1 - X_2/n, \text{ the average difference score}$$

and

$$S_{\bar{d}} = S_1^2 + S_2^2 - \frac{X_1 X_2}{n-1}/n.$$

The data received from the participating schools were coded for the analysis of various runs. The coded data were then placed upon IBM cards at the Iowa State University Computer Center. After verification of the coded data, means and standard deviations were obtained for the variables. The one and five percent levels were used to denote significance for both the analysis of variance tests and the t-tests. A table of "F" values was used to verify any significant differences between the means at the one and five percent levels. The Scheffe test for determining direction of significant differences was also applied. The formula used to compute the Scheffe value was:

$$F = \frac{(M_1 - M_2)^2}{MS_w \left( \frac{1}{n_1} + \frac{1}{n_2} \right) (K-1)} \quad \text{with df} = k-1, n-k$$

where:

$M_1$  = the mean of group 1

$M_2$  = the mean of group 2

$MS_w$  = mean square within taken from the analysis of variance table

$n_1$  = number of individuals in group 1

$n_2$  = number of individuals in group 2

K = number of groups compared in the analysis of variance.

### Display of Data Study Sample

The responses to this study were collected from a total of 128 of the 200 original schools, where all the respondents of a given school had completed and returned their questionnaires. This represented a 64 percent return. Sixteen schools were only short one response. Of a possible 1,400 returns, 1,095 were received, representing a 78.2 percent return. The requirement that returns from all types of respondents were needed from a given school resulted in the 64 percent final return.

Some of the reasons for nonparticipation were: 1) that the mechanics of the survey represented more time and effort than the coach wanted to expend, 2) being a private or state sponsored school, the nonrespondents felt that their schools functioned in a different manner than the local public schools, and 3) the returns were not completed because of the failure of one or more of the respondents to return their questionnaire.



#### CHAPTER IV. RESULTS

Response from the coaches and echo respondents (athletic directors, superintendents, board presidents, athletes and parents of athletes) was generally good. Table 1 lists the number of questionnaires mailed, the number returned, and the percentage of return by high school size and type of respondent. Table 2 reveals that responding coaches generally had 7.2 years of experience, with 4.4 years of experience at their present schools. They represented all categories of won-lost success.

This investigation had six major objectives: 1) to define the major pressures (both satisfying and dissatisfying) on Iowa high school football coaches; 2) to ascertain how much and which pressures come from the various segments of the community; 3) to determine how much pressure comes from within the individual coach as a result of his great desire to succeed and his enthusiastic attitude toward winning (as opposed to outside pressure); 4) to determine if an association exists between perception of total pressure and won-lost record in the sport of football; 5) to determine perceived pressures passed on to athletes; and 6) to determine the relationship of the leadership style of the coach to perceived pressure and coaching success.

These objectives and the related hypotheses will be used as an organizational format for this chapter. Following each test for significance, a comparison of the responses of each group of respondents and those of the coaches will be tabulated. It should be recalled that

Table 1. Questionnaires returned by high school enrollment<sup>a</sup>

Strata	Type of Respondent	Number Mailed	Number Returned	Percentage of Return
1A 1-175	Coach Athletic Director Superintendent Board President Athlete Parent	94	53	56.4
2A 175-299	Coach Athletic Director Superintendent Board President Athlete Parent	50	35	70.0
3A 300-699	Coach Athletic Director Superintendent Athlete Parent	37	27	73.0
4A 700 and up	Coach Athletic Director Superintendent Board President Athlete Parent	19	13	68.4
Total		200	128	64.0

<sup>a</sup> Only districts with complete echo sets were used for the analysis.

echo respondents were used to cross-validate the perceptions of the coaches.

Table 2. Questionnaire returned by years of experience

Strata	Mean Years of Experience	Mean Number of Years at Present School	Number of Respondents	Missing Observations
1 (1-4 yrs)	2.1		48	
2 (5-9 yrs)	6.6		38	
3 (11 and over)	8.0		40	
Total	7.2	4.4	126	2 <sup>a</sup>

<sup>a</sup>Two coaches failed to fill in years experience.

#### Definition of Major Pressures

Six items were developed to identify dissatisfying pressures (items 33, 34, 35, 36, 40 and 44), and 17 items were written to identify satisfying pressures (items 1, 2, 3, 4, 5, 6, 11, 12, 13, 14, 15, 20, 26, 29, 30, 31, and 32). It was hypothesized that perceptions of pressures would not vary significantly by high school size, won-lost record, or type of respondent. In the following discussion, the items are presented in numerical order within their respective pressure identification categories.

#### Analysis of dissatisfying pressures by high school size

Responses to item 33, "a coach's teaching contract is dependent upon his having a winning record," did not differ significantly by size category. The mean response was 3.0, "no opinion." Responses to

item 34, "a coach's coaching duties are dependent on winning," did not vary significantly with size category. Most coaches responded 2.6, "slightly agree."

Item 35, 36, and 40 responses also varied nonsignificantly with high school size. These items dealt with "criticism of training rules (mean response 3.4), "problems of intra-squad discipline" (mean response 3.7), and "cars more important than football" (mean response 2.4).

Only item 44 responses varied significantly with high school size (Table 3). When the responses of all coaches were classified by four high school size-categories (1-174, 175-299, 300-699 and 700 and above) a highly significant F value resulted from the analysis, and the subsequent Scheffe test revealed that the significant difference lie between the second and fourth size categories, i.e., coaches in the classification 175-299 gave a mean response of 3.5 "slightly disagree that the coach's effectiveness as a teacher is lessened during the football season," while coaches in the size range 700 and above had an average response of 2.3, "agree".

Next the echo respondents' choices for these same items were compared to the coaches' perceptions. Tables 4 through 8 summarize t tests for differences in response to the dissatisfying pressure items. These tables compare the coaches' perceptions to the replies of each type of echo respondent.

Item 33, (Table 4) "A coach's teaching contract is dependent upon his having a winning record," yielded numerous significant response

Table 3. Summary of comparisons of coaches' responses (by high school size) using analysis of variance

Item	Size of School				Mean Response	F Value	Scheffe Test (classes)					
	1A 1- 174	2A 175- 299	3A 300- 600	4A 700 and over			(1/2)	(1/3)	(1/4)	(2/3)	(2/4)	(3/4)
44. The coach's effectiveness as a teacher is lessened during the football season	Mean 3.0	3.5	2.8	2.3	3.0	4.166**	N.S.	N.S.	N.S.	N.S.	1.206*	N.S.
	S.D. 1.22	1.09	1.15	1.03								

\* Significant at the .05 level.

\*\* Significant at the .01 level.

Table 4. t tests comparing the mean responses of coaches and echo respondents (by high school size). Item 33, "A coach's teaching contract is dependent upon his having a winning record"

Respondent	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	3.2 1.1	.293	-2.44	.018
Coach Athletic Director	2A	2.7 3.5	.234	-3.49	.001
Coach Athletic Director	3A	3.1 3.8	.248	-3.08	.005
Coach Athletic Director	4A	3.0 4.4	-.134	-3.60	.004
Coach Superintendent	1A	3.2 3.6	.323	-2.31	.025
Coach Superintendent	2A	2.7 4.0	.098	-5.23	.000
Coach Superintendent	3A	3.1 4.1	-.166	-4.63	.000
Coach Superintendent	4A	3.0 3.9	-.106	-2.31	.040
Coach Board President	1A	3.2 3.9	.354	-4.23	.000
Coach Board President	2A	2.7 3.9	.351	-5.45	.000
Coach Board President	3A	3.1 4.3	.034	-5.85	.000
Coach Board President	4A	3.0 4.2	.076	-2.84	.015

Table 4. (Continued)

Respondent	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	2.7 3.4	.556	-3.68	.001
Coach Parent	3A	NSD			
Coach Parent	4A	3.0 3.5	.713	-2.21	.047

differences. Coaches from all size categories tended to respond between "no opinion" and "slightly disagree." Athletic directors of small schools were more pessimistic and strongly agreed with the item. Superintendents generally thought that the coach's teaching contract was not dependent on winning. Board presidents agreed with the superintendents' position and disagreed with item 33 to a greater extent than did coaches. Athletes and coaches were in agreement; viz., both groups

slightly disagreed with item 33. Parents in two size categories, 2A and 4A, were more certain than were coaches that the teaching contract does not depend on winning.

Item 34 (Table 5). "A coach's coaching duties are dependent upon winning," shows several response differences that are significant.

Table 5. t tests comparing the mean responses of coaches and echo respondents (by high school size). Item 34, "A coach's coaching duties are dependent upon winning"

Respondent	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	2.8 3.8	.538	-3.35	.002
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	2.5 3.5	.428	-2.66	.021
Coach Superintendent	1A	2.8 3.4	.003	-2.39	.021
Coach Superintendent	2A	2.4 3.5	.224	-4.90	.000
Coach Superintendent	3A	2.7 3.4	.183	-3.08	.005
Coach Superintendent	4A	NSD			
Coach Board President	1A	2.8 3.7	.092	-4.35	.000
Coach Board President	2A	2.4 3.7	.004	-5.13	.000



Table 5. (Continued)

Respondent	Size	Mean	r	t	Sig.
Coach Board President	3A	2.7 4.0	.266	-5.62	.000
Coach Board President	4A	2.5 3.8	-3.84	-2.42	.032
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	2.8 3.2	.135	-2.03	.047
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	2.5 3.2	.621	-2.42	.032

The coaches responded with slight agreement in all size categories. The athletic directors tended to disagree in the smallest and the largest schools only. Superintendents tended to disagree in all but the largest schools. Board presidents in all size categories were in the "disagree"

range of opinion. The athletes, like the coaches, were in slight agreement with item 33. Parents in the smallest and largest schools tended toward "no opinion."

Item 36 (Table 6), "The coach experiences problems with intra-squad discipline," elicited only one significant response difference.

Table 6. t tests comparing the mean responses of coaches and echo respondents (by high school size). Item 36, "The coach experiences problems with intra-squad discipline"

Respondent	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	NDS			
Coach Board President	2A	3.9 3.4	.079	2.08	.045

Table 6. (Continued)

Respondent	Size	Mean	r	t	Sig.
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

Coaches from all size categories responded from "slightly disagree" to "disagree," as did all the other respondents except the board presidents in the size 2A schools whose mean response was (3.4), tending more toward "no opinion."

Item 40 (Table 7), "Cars are considered more important than football

for many of the potential football players," produced several significant response differences. Coaches' responses in all size categories ranged

Table 7.  $t$  tests comparing the mean responses of coaches and echo respondents (by high school size). Item 40, "Cars are considered more important than football for many of the potential football players"

Respondents	Size	Mean	$r$	$t$	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	2.3 2.7	.654	-2.08	.048
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	2.3 3.0	.076	-2.89	.008
Coach Board President	4A	NSD			

Table 7. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	2.5 3.0	.195	-2.20	.033
Coach Athlete	2A	2.5 3.1	.457	-3.21	.003
Coach Athlete	3A	2.3 3.1	-.125	-2.79	.010
Coach Athlete	4A	2.3 3.3	.170	-2.36	.036
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

from some agreement to slight agreement. The athletic directors tended to agree with this assessment, with the exception of those from the next to the largest schools whose replies were closer to "no opinion." Superintendents generally agreed with the coaches' perceptions as did the board presidents in all but the 3A schools; the response from board presidents of 3A size schools was "no opinion." The athletes in all four size categories differed significantly from other respondents in that their responses ranged from "no opinion" to slightly disagree."

Data on item 44, "The coach's effectiveness as a teacher is lessened during the football season," are displayed in Table 8. The coaches'

Table 8. *t* tests comparing the mean responses of coaches and echo respondents (by high school size). Item 44, "The coach's effectiveness as a teacher is lessened during the football season"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	3.5 2.9	.398	3.11	.004
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	3.0 3.5	.247	-2.84	.006
Coach Board President	2A	NSD			
Coach Board President	3A	2.8 3.4	.100	-2.50	.019
Coach Board President	4A	NSD			

Table 8. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	3.0 3.6	-.058	-2.53	.014
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	2.3 3.4	-.236	-2.59	.024
Coach Parent	1A	3.0 3.6	-.091	-2.64	.011
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	2.3 3.2	.245	-2.65	.021

responses in all size categories ranged from "slightly agree" to "slightly disagree." Athletic directors tended to agree with their coaches except in the next to the smallest size category where they were in the "no opinion" category as compared to "slightly disagree" for the coaches. Superintendents agreed with their coaches' perceptions in all sizes of schools. Board presidents in size categories 1A and 3A were inclined to slight disagreement with item 44 while the coaches in those groups tended to respond "slightly agree" or "no opinion." In the smallest and largest

schools, both the athletes and their parents tended to disagree with the statement while the coaches' responses ranged from some agreement to "no opinion."

#### Analysis of satisfying pressures by high school size

Item 1, "The school has a winning tradition in football" was the first satisfying pressure statement. The responses did not differ significantly by size category. The mean response varied from 2.4, some agreement, to 3.2, very slight disagreement. Item 2, "superiors recognize efforts expended by head coach," elicited responses which did not vary significantly with school size. The mean response of most coaches was 2.1, "agree."

Item 3, 4, 5, and 6 responses also failed to vary significantly with high school size. These items were: "superiors defend head coach" (mean response 2.3), "coach's work is praised" (mean response 2.5), "coach has good working relationship" (mean response 2.0), and "accepting coach's ideas" (mean response 2.0).

Responses to items 11, 12, 13, 14 and 15 did not differ significantly with size grouping. These items were concerned with the following: "coach perceives superiors as competent" (mean response 2.2, agree), "superiors and coach have good personal relationship" (mean response 2.0), "football playing facilities are good" (mean response 2.4), "good janitorial assistance in preparing facilities" (mean response 2.8), very slight agreement, and "good equipment budget" (mean response 2.3).

Item 20, "The coach evaluated on teaching as well as coaching," response variables were nonsignificant. Most coaches response 2.7,



very slight agreement. Finally, items 26, 29, and 30 elicited response variations which were nonsignificant with references to school size. These items were: "The coach instills positive character traits in the players" (mean response 2.0, agree), "Public relations are a vital part of a head coaching job" (mean response 1.6, much agreement), "Good sportsmanship is expected of coaches" (mean response 1.8).

Items 31 and 32 (Table 9) were the only satisfying statements for which there were significant response differences between size categories. For item 31, "If a coach builds a great record, he will get to be principal in this or another community," a significant F value was found. The Scheffe test revealed that the difference was between group 4A (700 and above) and the other three size categories. Coaches in Group 4A had a mean response of 2.8, very slight agreement, while all those in the other size categories slightly disagreed (mean response 3.6). Coaches in the largest schools did feel there was some opportunity to become principal. A most reasonable expectation in light of recent well-publicized promotions of "big-school" coaches.

Responses to item 32, "The coach gets lots of publicity in the papers, on the radio, or T.V.," yielded a highly significant F value. The subsequent Scheffe test indicated that the difference lies between the first and fourth categories and the second and fourth categories. Coaches in the largest schools, size category 4A had a mean response of 2.5, mid-way between "agree" and "strongly agree," while those coaches in size category 1A the smallest schools, had a mean response of 3.5

Table 9. Summary of comparisons of coaches responses (by high school size) using analysis of variance

Item	Size of School						Mean re- sponse	F Value	Scheffe Tests: (classes)					
	1A	2A	3A	4A	(1/2)	(1/3)			(1/4)	(2/3)	(2/4)	(3/4)		
	1- 174	175- 299	300- 699	700- +										
31.	If a coach mean builds a S.D. great record, he will get to be prin- cipal in this or another community	3.6 .884	3.6 .815	3.6 .742	2.8 .801	3.5	3.244**	N.S.	N.S.	.758*	N.S.	.725*	.784*	
32.	The coach mean gets lots S.D. of publicity in the papers, on radio, or T.V.	3.5 1.103	3.3 1.056	2.8 1.001	2.5 1.050	3.2	4.3766**	N.S.	N.S.	.953*	N.S.	.805*	N.S.	

\*Significant at .05 level.

\*\*Significant at .01 level.

"some disagreement." The next to the smallest schools, size category 2A had a mean response of 3.3, "slight disagreement." This indicates that coaches in the largest schools feel that they get considerably more publicity coverage than do their counterparts in the two smallest size categories.

Following are the echo respondents' perceptions for these same satisfying pressure statements. Tables 10 thru 26 summarize results of t tests for differences in responses to the various items. These tables compare the coaches' perceptions to the replies of each type of echo respondent.

Item 1 (Table 10), "The school has a winning tradition in football," showed few significant differences. The coaches' mean responses ranged from 2.4 (some agreement) to 3.2 (very slight disagreement). The athletic directors, board presidents, athletes, and athletes parents from the smallest school category only, disagreed significantly with the coaches' responses. They ranged from some to slight agreement whereas the coaches tended to slightly disagree. Only the superintendents from the second smallest schools differed from the coaches in their responses in that they had a mean response of 2.2, agreement that the school had a winning tradition.

Item 2 (Table 11), "Superiors recognize the efforts expended by the head coach," elicited significant response differences in the echo categories of the superintendents and the board presidents only. The athletic directors, athletes, and athletes' parents in all size categories mirrored the coaches general agreement with the item. Superintendents

Table 10. t tests comparing the mean responses of coaches and echo respondents (by high school size). Item 1, "The school has a winning tradition in football"

Respondent	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	3.2 2.9	.720	2.11	.039
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	NSD	.610	2.50	.017
Coach Superintendent	2A	2.7 2.2			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	3.2 2.6	.476	2.89	.006
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			

Table 10. (Continued)

Respondent	Size	Mean	r	t	Sig.
Coach Athlete	1A	3.2 2.9	.836	2.82	.007
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	3.2 2.9	.683	2.13	.038
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

Table 11. t tests comparing the mean responses of coaches and echo respondents (by high school size). Item 2, "Superiors recognize the efforts expended by the head coach"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	2.3 1.6	.127	4.20	.000
Coach Superintendent	2A	2.1 1.5	.102	3.12	.004
Coach Superintendent	3A	2.1 1.7	.171	2.66	.013
Coach Superintendent	4A	1.9 1.4	.740	3.74	.003
Coach Board President	1A	2.3 1.8	.177	3.09	.003
Coach Board President	2A	NSD			
Coach Board President	3A	2.1 1.7	.073	2.43	.022
Coach Board President	4A	NSD			

Table 11. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

in all four categories tended to more strongly agree with this item than did the coaches in their respective groupings. The board presidents in the smallest (1A) and next to the largest (3A) categories more strongly agreed with this item than did the coaches.

Item 3. (Table 12), "Superiors defend the head coach from his critics," resulted in no significant differences between the echo responses of the athletes and the athletes' parents and those of their coaches. They all shared the "some agreement" opinion that the coaches

Table 12. t tests comparing the mean responses of coaches and echo respondents (by high school size). Item 3, "Superiors defend the head coach from his critics"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	2.3 2.1	.629	2.60	.012
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	2.4 1.7	2.32	3.84	.001
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	2.3 1.7	.097	4.40	.000
Coach Superintendent	2A	2.3 1.6	1.33	4.04	.000
Coach Superintendent	3A	2.4 1.6	.036	4.07	.000
Coach Superintendent	4A	NSD			
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	2.4 2.0	.178	2.37	.025
Coach Board President	4A	NSD			



Table 12. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

held. The athletic directors in the size 1A and 3A schools felt more strongly that the head coach was defended by his superiors than did the coaches. This same pattern was displayed by the superintendents in all but the largest size category, where no difference was noted. The board presidents in size 3A schools agreed with the statement while the coaches only slightly agreed.

Responses to item 4. (Table 13). "The coach's work is praised by his superiors," show several significant differences. All coaches

Table 13. t tests comparing the mean responses of coaches and echo respondents (by high school size). Item 4, "The coach's work is praised by his superiors"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	2.5 2.0	.427	3.92	.000
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	2.6 1.9	2.14	3.03	.005
Coach Athletic Director	4A	2.5 1.8	.225	5.09	.000
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	2.5 1.8	.384	3.86	.000
Coach Superintendent	3A	2.6 2.0	.481	3.65	.001
Coach Superintendent	4A	2.2 1.6	.851	3.74	.003
Coach Board President	1A	2.5 2.2	.258	2.43	.019
Coach Board President	2A	NSD			
Coach Board President	3A	2.6 2.0	.369	3.86	.001
Coach Board President	4A	NSD			

Table 13. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	2.6 2.1	.049	2.16	.040
Coach Parent	4A	NSD			

indicated some agreement with this statement. The athletic directors in all but the next to the smallest schools felt more strongly than the coaches that the coach's work was praised. The superintendents in all but the smallest schools fell into the same pattern, all being in the agree - strongly agree range. The board presidents in the smallest and the next to the largest size schools also were in more agreement than the coaches with this item. None of the student athletes, and only the parents from the next to the largest schools indicate any

significant difference in their responses, showing more agreement with this item than the coaches had.

Item 5 (Table 14), "The coach has a good working relationship with his superiors," shows only a few significant differences. The

Table 14. t tests comparing the mean responses of coaches and echo respondents (by high school size). Item 5, "The coach has a good working relationship with his superiors"

Respondents	Size	Means	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	2.0 1.6	.415	3.90	.000
Coach Superintendent	2A	1.9 1.4	.141	3.02	.005
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	2.0 1.8	.526	2.20	.033
Coach Board President	2A	NSD			

Table 14. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Board President	3A	NSD			
Coach Board President	4A	1.18 2.3	.623	-2.94	.012
Coach Athlete	1A	2.0 2.3	.404	-2.04	.047
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

coaches tended to respond "agree" or slightly stronger to the item. The athletic directors assumed the same position as the coaches. The superintendents in the two middle sized schools were even more strongly in agreement with this statement. The board presidents in the smallest schools also were in greater agreement with the statement than the coaches, while the board presidents in the largest schools were in less

agreement. The athletes and their parents all agreed with this item, with the exception of the athletes from the smallest schools, who tended to agree less than the coaches that the coach and his superiors shared a good working relationship.

Item 6 (Table 15), "The coach's ideas are accepted by his superiors," resulted in only four significant differences between the

Table 15. t tests comparing the mean responses of coaches and echo respondents (by high school size). Item 6, "The coach's ideas are accepted by his superiors"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	2.2 1.8	.205	2.29	.029
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			

Table 15. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			
Coach Athlete	1A	1.9 2.4	.070	-3.39	.001
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	1.9 2.3	.171	-3.69	.001
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	2.0 2.6	.491	-2.55	.025

coaches and the other respondents. The athletic directors and the board presidents shared the coaches' position, which was one of agreeing that the coach's ideas were accepted. The superintendents in the size 2A category agreed with the item more strongly than did the coaches. The athletes in the 1A category were in much less agreement with this item. This same position was taken by the parents in the 1A and 4A categories as well.

Item 11 (Table 16), "The football coach perceives the central office superiors as competent," shows few significant differences. The

Table 16. t tests comparing the mean responses of coaches and echo respondents (by high school size). Item 11, "The football coach perceives the central office superiors as competent"

Respondents	Size	Means	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			



Table 16. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			
Coach Athlete	1A	2.2 2.5	.129	-2.30	.025
Coach Athlete	2A	NSD			
Coach Athlete	3A	2.0 2.5	.125	-2.47	.020
Coach Athlete	4A	NSD			
Coach Parent	1A	2.2 2.6	.157	-3.19	.002
Coach Parent	2A	2.2 2.6	.383	-2.13	.040
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

coaches were all in the "agree" range of responses. The athletic directors, superintendents, and board presidents also agreed with the statement. The athletes in the 1A and 3A size categories both tended to respond with less agreement to the item; their responses were mid-way between "agree" and "no opinion." Parents in the 1A and 2A size categories shared the same position of slight agreement that the football coach perceived his central office superiors as competent.

Item 12 (Table 17), "The coach has a good personal relationship with his superiors," shows only one significant difference. The coaches

Table 17. t tests comparing the mean responses of coaches and echo respondents (by high school size). Item 12, "The coach has a good personal relationship with his superiors"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	2.0 1.7	2.39	2.22	.031
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			

Table 17. (Continued)

Respondents	Size	Means	r	t	Sig.
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

from all size categories tended to agree with this item as did all the other respondents except the superintendents in the smallest school category (1A). They agreed more strongly with this item than did their coaches.

Item 13 (Table 18), "The playing facilities for football are good at the school," elicited few significant differences. The coaches in

Table 18. t tests comparing the mean responses of coaches and echo respondents (by high school size). Item 13, "The playing facilities for football are good at the school"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	2.5 2.1	.755	2.13	.040
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			

Table 18. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Board President	1A	2.6 2.2	.509	2.28	.027
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	2.6 3.4	-.169	-3.01	.004
Coach Parent	2A	2.5 3.7	-.002	-3.83	.001
Coach Parent	3A	2.0 3.5	-.273	-3.97	.001
Coach Parent	4A	NSD			

the smaller schools (1A and 2A) tended to show slight agreement with the statement while those coaches in the larger sized schools (3A and 4A) agreed with the item. The athletic directors, board presidents, and athletes all shared the position taken by their coaches. Only the superintendents in size 2A schools failed to share the same response. They felt more strongly about the facilities being good than did the coaches. The parents in the 1A, 2A, and 3A categories tended to disagree that the playing facilities for football were good.

Item 14. (Table 19), "Janitorial assistance in preparing the facilities for use is considered good," produced several significant differences. Coaches from all size categories tended to respond in the range between "agree" and "no opinion." The smaller the school was, the less the agreement was with the statement. The athletic directors tended to respond as their coaches had responded. The superintendents in size 1A, 2A, and 3A all agreed more strongly that the janitorial services were good than did their coaches. The board presidents in the 1A and 2A size schools held the same opinion as the superintendents and agreed more strongly with the statement than did the coaches and athletic directors. The athletes and their parents shared the same opinion as the coaches with the exception of the parents from the 1A schools who showed a tendency to agree that the janitorial assistance in preparing facilities was good.

Item 15 (Table 20), "The budget for purchase and up-keep of equipment is considered good," brought out few significant differences. Coaches from all categories responded from "agree" to "some agreement."

Table 19. t tests comparing the mean responses of coaches and echo respondents (by high school size). Item 14, "Janitorial assistance in preparing the facilities for use is considered good"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	3.0 2.4	.306	3.06	.004
Coach Superintendent	2A	2.8 2.1	.379	3.27	.002
Coach Superintendent	3A	2.6 1.9	.228	2.39	.024
Coach Superintendent	4A	NSD			
Coach Board President	1A	3.0 2.2	.266	4.17	.000
Coach Board President	2A	2.8 2.1	.310	3.18	.003
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			

Table 19. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	3.0 2.5	.267	2.49	.016
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

Table 20. t test comparing the mean responses of coaches and echo respondents (by high school size). Item 15, "The budget for purchase and up-keep of equipment is considered good"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			



Table 20. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	2.4 1.9	.053	2.19	.036
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	2.4 2.0	.176	2.16	.036
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	1.9 2.6	.251	-2.50	.019
Coach Parent	4A	NSD			

Those in the 1A, 2A, and 3A categories showed some agreement with the statement while the largest group, 4A coaches, agreed with the statement. The athletic directors agreed with the coaches, as did the superintendents in all but size category 2A, where they felt more strongly than did the coaches that the budget was considered good. The board presidents in the 1A schools agreed that the budget was good, a position that tendered more support for the statement than the coaches had given. The athletes in all categories tended to agree with the coaches as did the parents in all but the 3A category. They indicated less agreement that the budget for equipment was considered good.

Item 20 (Table 21), "The coach is evaluated on his teaching abilities as well as his coaching by members of the community," reveals

Table 21. t test comparing the mean responses of coaches and echo respondents (by high school size). Item 20, "The coach is evaluated on his teaching abilities as well as his coaching by members of the community"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			

Table 21. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	2.9 2.1	-.091	3.00	.005
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	2.2 3.0	.233	-2.54	.026
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	2.2 3.2	.399	-2.80	.016

very few significant differences. Coaches responded from "agree" to "very slight agreement." The athletic directors agreed with their coaches. The superintendents in size category 2A indicated a significantly greater degree of agreement with the statement than did the coaches and athletic directors. The board presidents agreed with the coaches and athletic directors. The athletes and parents in the size 4A schools indicated "no opinion" and "slight disagreement" that coaches are evaluated on their teaching abilities.

Responses to item 26 (Table 22), "In most instances the coach is able to instill positive traits of character in the young men on the team," displayed only two significant differences. The coaches from

Table 22. t test comparing the mean responses of coaches and echo respondents (by high school size). Item 26, "In most instances the coach is able to instill positive traits of character in the young men on the team"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			

Table 22. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	2.2 1.5	.169	2.55	.025
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	2.2 1.7	.407	2.52	.027

all size categories tended to respond from "agree" to "slightly agree." The athletic directors, superintendents, and board presidents tended to agree with the coaches. Only the athletes and the parents of the 4A size schools showed any significant difference in their response. They more strongly agreed that the coach is able to instill positive traits of character in the young athletes than did the coaches.

Item 29 (Table 23), "Good public relations is considered a vital part of the head football coaching job," indicated several significant

Table 23. t test comparing the mean responses of coaches and echo respondents (by high school size). Item 29, "Good public relations is considered a vital part of the head football coaching job"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	1.4 1.6	.429	-2.56	.017
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	D			
Coach Superintendent	3A	1.4 1.6	.421	-2.05	.050
Coach Superintendent	4A	NSD			

Table 23. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Board President	1A	1.7 2.0	.438	-2.87	.006
Coach Board President	2A	NSD			
Coach Board President	3A	1.4 2.0	-.76	-3.65	.001
Coach Board President	4A	NSD			
Coach Athlete	1A	1.7 2.2	-.104	-2.86	.006
Coach Athlete	2A	1.6 2.2	.128	-3.88	.000
Coach Athlete	3A	1.4 2.0	-.100	-3.38	.002
Coach Athlete	4A	NSD			
Coach Parent	1A	1.7 2.0	.219	-2.97	.005
Coach Parent	2A	NSD			
Coach Parent	3A	1.4 1.7	-.049	-2.29	.030
Coach Parent	4A	NSD			

differences. The coaches in the 4A size category were all in the agree to strongly agree range. The athletic directors and superintendents in the size 3A schools agreed with the item, but not as strongly as the coaches. The board presidents in the 1A and 3A size categories agreed with the statement, being less certain than the coaches on this item. The athletes in the smallest three categories paralleled the presidents' position of also agreeing with the statement, but to a lesser extent than the coaches. The parents from the 1A and 3A schools also agreed less strongly than did the coaches that good public relations were considered a vital part of the head football coaching job.

Item 30. (Table 24), "Football coaches are expected to practice good sportsmanship by the people of the community," indicated four

Table 24. t test comparing the mean responses of coaches and echo respondents (by high school size). Item 30, "Football coaches are expected to practice good sportsmanship by the people of the community"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	1.7 2.0	.322	-2.98	.004
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			



Table 24. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	1.9 1.7	.455	2.53	.016
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	1.4 2.4	-.136	-3.12	.009
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	1.9 1.5	-.102	2.47	.020
Coach Parent	4A	NSD			

significant differences among respondents and coaches. Coaches from all categories tended to respond in the "agree" to "strongly agree" range. The athletic directors of the small schools agreed less strongly with the item than did the coaches. The superintendents felt even more strongly than did the coaches that the coaches were expected to practice good sportsmanship. The board presidents agreed with the coaches. The athletes in the largest schools were less certain, indicating "some agreement" only. The parents in the 3A size schools more strongly supported the agree position than did the coaches.

Item 31 (Table 25), "If a coach builds a great record, he will get to be principal in this or another community," resulted in three

Table 25. t test comparing the mean responses of coaches and echo respondents (by high school size). Item 31, "If a coach builds a great record, he will get to be principal in this or another community"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	2.8 3.9	.116	-3.74	.003

Table 25. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	2.8 3.9	.138	-4.07	.002
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	2.8 3.5	.128	-2.25	.044
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

significant differences. The coaches responded from "some disagreement" in the three smaller sized schools to "slight agreement" in the largest schools. The athletic directors, superintendents and board presidents of the 4A sized schools all disagreed with the coaches, and the statement, that a coach may get to be principal in this or another school. The athletes and parents in all size categories tended to agree with the coaches.

Item 32. (Table 26), "The coach gets lots of publicity in the papers, on radio, or T.V.," elicited two significant differences.

Table 26. t test comparing the mean responses of coaches and echo respondents (by high school size). Item 32, "The coach gets lots of publicity in the papers, on radio, or T.V."

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	3.5 3.1	.389	2.51	.015
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			

Table 26. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			
Coach Athlete	1A	3.5 3.8	.292	-2.13	.038
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

Coaches ranged in their responses from "some disagreement" to "some agreement." The athletic directors, board presidents, and parents all agreed with the coaches in their respective size categories. The superintendents and athletes in the smallest schools disagreed with their coach's response. The superintendents indicated very slight disagreement with the item compared to the coaches' moderate disagreement. The athletes tended to more fully disagree with the statement that the coach gets lots of publicity.

Analysis of dissatisfying pressures by won-lost record

Table 27 contains the number of coaches responding categorized by their won-lost records.

Table 27. Coaches' responses by won-lost record

Strata	Winning Percent	Number Returned	Missing Observations
1	.00 - .30	27	
2	.31 - .50	32	
3	.51 - .70	33	
4	.71 - up	31	
Total		123	<sup>a</sup> 5

<sup>a</sup> Five coaches failed to report their "won-lost" record.

Perception of pressure categorized by the coaches' won-lost records, using ANOV, resulted in no significant differences in the six items selected to identify dissatisfying pressures.

Tables 28 thru 33 summarize t tests for differences in responses to the dissatisfying pressure items.

Responses to item 33 (Table 28), "A coach's teaching contract is dependent upon his having a winning record," show many significant differences between coaches and echo respondents; responses varied from

Table 28. t tests comparing the mean responses of coaches and echo respondents (by coach's won-lost record). Item 33, "A coach's teaching contract is dependent upon his having a winning record"

Respondents	Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	2.8 3.5	.235	-2.65	.014
Coach Athletic Director	31-50	3.1 3.8	.376	-3.30	.002
Coach Athletic Director	51-70	3.1 3.8	.384	-3.37	.002
Coach Athletic Director	70-up	2.9 3.7	-.028	-3.06	.005
Coach Superintendent	4-30	2.8 3.6	.127	-2.99	.006
Coach Superintendent	31-50	3.1 4.0	.387	-4.36	.000
Coach Superintendent	51-70	3.1 3.8	-.006	-2.91	.006
Coach Superintendent	71-up	2.9 3.9	-.134	-3.45	.002

Table 28. (Continued)

Respondents	Percent	Mean	r	t	Sig.
Coach Board President	4-20	2.8 3.7	.375	-3.51	.002
Coach Board President	31-50	3.1 4.0	.196	-3.60	.001
Coach Board President	51-70	3.1 4.1	.316	-5.74	.000
Coach Board President	71-up	2.9 4.2	.298	-6.03	.000
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	3.1 3.7	.205	-2.15	.040
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			



"very slight agreement" (2.8) to "extremely slight disagreement" (3.1). The athletic directors, superintendents, and board presidents in all four won-lost categories disagreed with the statement that the coach's teaching contract was dependent on his coaching record. The athletes and parents were in agreement with the coaches with the one exception of the parents in the 31-50 percent won-lost category (2), who disagreed with the statement.

Item 34 (Table 29), "A coach's coaching duties are dependent upon winning," indicated several significant differences. Coaches responded

Table 29. t tests comparing the mean responses of coaches and echo respondents (by coach's won-lost record). Item 34, "A coach's coaching duties are dependent upon winning"

Respondents	Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	2.6 3.2	.276	-2.46	.019
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	2.6 3.3	.301	-2.61	.014
Coach Superintendent	51-70	2.6 3.2	.010	-2.17	.037
Coach Superintendent	71-up	2.6 3.7	.169	-4.69	.000

Table 29. (Continued)

Respondents	Percent	Mean	r	t	Sig.
Coach Board President	4-30	NSD			
Coach Board President	31-50	2.6 3.7	-.042	-3.79	.001
Coach Board President	51-70	2.6 3.9	.184	-6.78	.000
Coach Board resident	71-up	2.6 3.9	.200	-5.54	.000
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	2.6 3.1	.409	-2.28	.030

from "some agreement" (2.6) to "extremely slight disagreement" (3.1). The athletic directors in the 51-70 percent won-lost category (3) expressed slight disagreement with the statement. The superintendents and board presidents in the three highest won-lost categories all tended to disagree that the coaching duties were dependent upon winning. The athletes and parents tended to respond the same as their coaches with the exception of the parents from the schools whose coaches were in the top winning bracket (4). Their mean response was 3.1 ("extremely slight disagreement").

Item 35 (Table 30), "The coach's enforcement of training rules is criticized," shows several significant differences between coaches

Table 30. t tests comparing the mean responses of coaches and echo respondents (by coach's won-lost record). Item 35, "The coach's enforcement of training rules is criticized"

Respondents	Percent	Mean	r	t	Sig.
Coach	4-30	NSD			
Athletic Director					
Coach	31-50	3.0			
Athletic Director		3.5	.399	-2.65	.013
Coach	51-70	NSD			
Athletic Director					
Coach	71-up	2.7			
Athletic Director		3.5	.151	-2.79	.009
Coach	4-30	NSD			
Superintendent					
Coach	31-50	3.0			
Superintendent		3.5	.315	-2.27	.030
Coach	51-70	3.1			
Superintendent		3.6	.087	-2.27	.030
Coach	71-up	NSD			
Superintendent					

Table 30. (Continued)

Respondents	Percent	Mean	r	t	Sig.
Coach Board President	4-30	NSD			
Coach Board President	31-50	3.0 3.6	.461	-2.96	.006
Coach Board President	51-70	3.1 3.8	.261	-3.72	.001
Coach Board President	71-up	2.7 3.8	-.082	-3.64	.001
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	3.0 3.8	.247	-3.45	.002
Coach Athlete	51-70	3.1 3.6	.072	-2.61	.014
Coach Athlete	71-up	2.7 3.3	.148	-2.13	.042
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	2.7 3.3	.292	-2.15	.040

and echo respondents. Coaches responded from "slight agreement" to "extremely slight disagreement." The athletic directors in categories 2 and 4, superintendents in 2 and 3, and the board presidents in 2, 3, and 4 all disagreed more strongly than the coaches that the coaches' enforcement of training rules was criticized. The athletes in all but the bottom won-lost category also disagreed with their coaches' responses. The parents in all but the top won-lost category took the same position as the coaches.

Item 36 (Table 31), "The coach experiences problems with intra-squad discipline," produced only one significant difference. The

Table 31. t test comparing the mean responses of coaches and echo respondents (by coach's won-lost record). Item 36, "The coach experiences problems with intra-squad discipline"

Respondents	Percent	Mean	r	t	Sig.
Coach	4-30	NSD			
Athletic Director					
Coach	31-50	NSD			
Athletic Director					
Coach	51-70	NSD			
Athletic Director					
Coach	71-up	NSD			
Athletic Director					
Coach	4-30	NSD			
Superintendent					
Coach	31-50	NSD			
Superintendent					
Coach	51-70	NSD			
Superintendent					
Coach	71-up	NSD			
Superintendent					

Table 31. (Continued)

Respondents	Percent	Mean	r	t	Sig.
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	3.8 3.3	.383	2.13	.041
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

athletes in the 51-70 percent group showed slight disagreement with the item while the coaches more strongly disagreed that there were any problems with intra-squad discipline. The coaches in the other three categories also disagreed with the item, a position that the other echo respondents shared.

Item 40 (Table 31), "Cars are considered more important than football for many of the potential football players," yielded few

Table 32. t test comparing the mean responses of coaches and echo respondents (by coach's won-lost record). Item 40, "Cars are considered more important than football for many of the potential football players"

Respondents	Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	NSD			

Table 32. (Continued)

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Coach Board President	4-30	NSD			
Coach Board President	31-50	2.1 2.9	.363	-4.31	.000
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	2.1 3.2	.197	-4.48	.000
Coach Athlete	51-70	2.6 3.3	.429	-3.54	.001
Coach Athlete	71-up	2.7 3.5	.124	-2.88	.007
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	2.7 3.2	.505	-2.28	.030

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differences that were significant. Coaches all agreed with the item, but those in the two lowest won-lost categories showed more support for the statement than did those coaches from the two highest won-lost categories. The athletic directors and superintendents agreed with the coaches in all four groups. Only the board presidents from Group 2 (31-50 percent) differed in that they tended toward "very slight" agreement with this item. The athletes in all but Group 1 (4-30 percent) tended to respond from "slight" to "some" disagreement that cars were more important than football. The parents in Group 4 (71-up percent) also showed slight disagreement with the item.

Responses to item 44 (Table 33), "The coach's effectiveness as a teacher is lessened during the football season," show few significant

Table 33. t test comparing the mean responses of coaches and echo respondents (by coach's won-lost record). Item 44, "The coach's effectiveness as a teacher is lessened during the football season"

Respondents	Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			

Table 33. (Continued)

Respondents	Percent	Mean	r	t	Sig.
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	2.9 3.6	.247	-3.32	.002
Coach Board President	51-70	NSD			
Coach Board President	71-up	3.0 3.6	2.69	-2.37	.024
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	2.9 3.7	.052	-3.22	.003
Coach Athlete	51-70	3.1 3.7	-.150	-2.18	.037
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	2.9 3.7	.074	-3.13	.004
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

differences. The coaches' responses clustered around "no opinion" (2.9 - 3.1 mean response). The athletic directors and board presidents supported the view taken by the coaches. The board presidents in Group 2 and 4 tended to disagree that the coach was a less effective teacher during football season. Athletes in Group 2 and 3 and the parents in Group 2 also disagreed with this item.

#### Analysis of satisfying pressures by won-lost record

Among the satisfying pressure items, only item 1 responses varied significantly with coaches' won-lost records (Table 34). Responses of all coaches were classified by won-lost record categories (.00 - .30, .31 - .50, .51 - .70, and .71 and above); a highly significant F value resulted from the analysis and the subsequent Scheffe test revealed that significant differences were found among all six classes of comparison. Coaches in the classification .00 - .30 had a mean response of 4.6, tending toward "strongly disagree" that the school has a winning tradition in football. Those coaches who won from .31 - .50 of their games had a mean response of 3.5, disagree. Coaches in the .51 - 70 classification agreed with the statement while those in the .70 and above category strongly agreed (1.3) with the statement.

Items 2, 3, 4, 5, 6, 11, 12, 13, 14, 15, 20, 26, 29, 30, 31, and 32 were all nonsignificant when judged by coaches' records. Item 2, "superiors recognize the efforts expended by the head coach," resulted in a mean response of 2.1, "agree." Responses to item 3, "Superiors defend the head coach from his critics," were all in the "agree" range

Table 34. Summary of comparison of coaches' responses (by coach's won-lost record) using analysis of variance

		Winning Percent				All F Value	Scheffe Test (classes)					
		(1) .00- .30	(2) .31- .50	(3) .51- .70	(4) .71- up		(1/2)	(1/3)	(1/4)	(2/3)	(2/4)	(3/4)
1.	The school has a winning tradition in foot-ball	mean 4.6	3.5	2.1	1.3	2.8 87.149**	1.13**	2.478**	3.307**	1.348**	2.177**	.829**
		S.D. .492	1.107	1.034	.475							

\*\* Significant at the .01 level.

(2.0-2.5). Item 4, "The coach's work is praised by his superiors," showed coaches responding from "agree" (2.2) to "very slight agreement" (2.9). Item 5, "The coach has a good working relationship with his superiors," elicited a mean response of 2.0, "agree". Item 6, "The coach's ideas are accepted by his superiors," also resulted in an "agree" response (2.1 mean response). Responses to item 11, "The football coach perceives the central office superiors as competent," was also in the "agree" range (2.1-2.4) as were responses to item 12, "The coach has a good personal relationship with his superiors," (2.0-2.1). Item 13, "The playing facilities for football are good at the school," although not significant, showed a mean response of 2.2 "agree" to 2.9 "very slight agreement." In item 14 "Janitorial assistance in preparing the facilities for use is considered good," respondents ranged from "some agreement" to "no opinion." Item 15, "The budget for purchase and up-keep of equipment is considered good," brought forth a mean response ranging from 2.0 to 2.6. Responses to item 20, "The coach is evaluated on teaching abilities as well as his coaching by members of the community," range from "some agreement" to "no opinion" (2.7 mean response). Item 26, "In most instances the coach is able to instill positive traits of character in the young men on the team," all coaches were in the "agree" range (2.0 mean response). Item 29, "Good public relations is considered a vital part of the head football coaching job," showed respondents all tending toward the "strongly agree" response (1.6 mean response). Responses to item 30, "Football coaches are expected to practice good sportsmanship by the people of the community," resulted in a significant F value.

However, because the Scheffe test is not as powerful a test as the ANOV it failed to show where the significant difference lie. Inspection of the means would indicate that the difference lies between Group 1 (.00 - .30), 2.0 mean response, and Group 2 (.31 - .50), 1.6 mean response. Item 31, "If a coach builds a great record, he'll get to be principal," 3.5 mean response, and item 32, "The coach gets lots of publicity," 3.2 mean response, were the last of the nonsignificant satisfying pressure items, according to a comparison of won-lost records by use of ANOV.

The echo respondents choices for these same items were compared to the coaches' perceptions. Tables 35 through 49 summarize t tests for differences in responses to the satisfying pressure items.

Responses to item 1 (Table 35), "The school has a winning tradition in football," showed several significant differences. The coaches responded from "strongly disagree" in Group 1 (4 - 30 percent) to "strongly agree" in Group 4 (.70 - up). The athletic directors and superintendents in Groups 1 and 2, along with their coaches, also disagreed with the item, but showed considerably less disagreement than the coaches. The superintendents in Group 4, although agreeing that the school had a winning tradition in football, were not as positive as the coaches. The board presidents took the same position as the superintendents, showing less disagreement in Groups 1 and 2 and less agreement in Group 4 than the coaches. Only the athletes and parents from Group 1 differed significantly from the coaches. In both instances they tended to show less disagreement with the item than the coaches.

Table 35. Summary of t tests comparing the mean responses of coaches and echo respondents (by won-lost record). Item 1, "The school has a winning tradition in football"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	3-30	4.6 3.9	-.051	2.89	.008
Coach Athletic Director	31-50	3.5 3.1	.488	2.18	.037
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	4.6 4.0	.030	2.84	.009
Coach Superintendent	31-50	3.5 2.9	.318	2.55	.016
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	1.3 1.7	.326	-2.25	.032
Coach Board President	4-30	4.6 3.8	-.100	.270	.012
Coach Board President	31-50	3.5 2.7	.031	3.23	.003
Coach Board President	51-70	NSD			
Coach Board President	71-up	1.3 1.9	-.111	-3.81	.001

Table 35. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	4.7 4.0	.141	3.90	.001
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	4.7 3.6	.192	4.79	.000
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

Item 2 (Table 36), "Superiors recognize the efforts expended by the head coach," shows that all the significant differences were between the superintendents and coaches, in all four won-lost categories. Although coaches agreed with the item (2.1 mean response), the superintendents felt more strongly than the coaches that superiors recognized the efforts of the coach.



Table 36. Summary of t tests comparing the mean responses of coaches and echo respondents (by won-lost record). Item 2, "Superiors recognize the efforts expended by the head coach"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	2.3 1.7	.113	3.03	.005
Coach Superintendent	31-50	2.2 1.6	.160	2.83	.008
Coach Superintendent	51-70	2.1 1.7	.371	3.21	.003
Coach Superintendent	71-up	2.1 1.4	-.055	3.80	.001
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			

Table 36. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

Responses to item 3 (Table 37), "Superiors defend the head coach from his critics," indicated numerous significant differences. Coaches all showed agreement with the item (mean response 2.3). The athletic directors in all but Group 2 and the superintendents in all four categories tended to more strongly agree than the coaches that superiors defended the head coach. Among the other "echo" respondents, the board presidents in Group 4 shared the superintendents' position, while the athletes and parents tended to agree with the coaches. Only the athletes in Group 3

indicated a difference; they were less supportive of the item than the coaches.

Table 37. Summary of t tests comparing the mean responses of coaches and echo respondents (by won-lost record). Item 3, "Superiors defend the head coach from his critics"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	2.6 2.2	.614	2.43	.022
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	2.1 1.8	.409	2.26	.031
Coach Athletic Director	71-up	2.5 1.8	.194	3.06	.005
Coach Superintendent	4-30	2.6 1.6	.125	4.65	.000
Coach Superintendent	31-50	2.3 1.7	.302	3.48	.002
Coach Superintendent	51-70	2.1 1.6	.223	2.70	.011
Coach Superintendent	71-up	2.5 1.5	.078	4.55	.000
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	2.5 1.9	.255	2.89	.007

Table 37. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	2.1 2.5	.389	-2.52	.017
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

Item 4 (Table 38), "The coach's work is praised by his superiors," indicates several differences. The coaches ranged from "very slight agreement" in Group 1 to "some agreement" in the other three categories. The athletic directors in all but Group 2 and all superintendent groups showed significantly greater support for this statement. The board presidents in Group 4 (1.9 mean response) were more sure than the coaches that the coach's work was being praised by his superiors. The athletes and parents all tended to share the positions taken by the coaches in their respective categories.

Table 38. Summary of t tests comparing the mean responses of coaches and echo respondents (by won-lost record). Item 4, "The coach's work is praised by his superiors"

Respondents	Winning Percent	Means	r	t	Sig.
Coach Athletic Director	4-30	2.9 2.3	.480	3.24	.003
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	2.2 1.9	.479	2.24	.032
Coach Athletic Director	71-up	2.5 1.8	.242	4.44	.000
Coach Superintendent	4-30	2.9 2.0	.329	4.23	.000
Coach Superintendent	31-50	2.4 1.8	.586	3.55	.001
Coach Superintendent	51-70	2.2 1.7	.372	3.55	.001
Coach Superintendent	71-up	2.5 1.8	.168	3.77	.001
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	2.5 1.9	.097	3.34	.002

Table 38. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

Item 5. (Table 39), "The coach has a good working relationship with his superiors," indicated little difference of opinion. The differences were found between the responses of the coaches and superintendents. The mean response of all coaches indicated some agreement with this item (2.5). The superintendents in Groups 1, 2, and 3 all tended to more strongly agree than the coaches that a good working relationship existed. The athletic directors, board presidents, athletes, and parents in all four won-lost classifications supported the coaches' perceptions.

Table 39. Summary of t tests comparing the mean responses of coaches and echo respondents (by won-lost record). Item 5, "The coach has a good working relationship with his superiors"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	2.3 1.7	.314	3.09	.005
Coach Superintendent	31-50	2.0 1.6	.546	2.63	.013
Coach Superintendent	51-70	1.9 1.3	.221	4.45	.000
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			

Table 39. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

Item 6 (Table 40), "The coach's ideas are accepted by his superiors," showed very little difference between coaches' and respondents' perceptions. The coaches agreed with this item (2.1 mean response). This position was shared by all the echo respondents with the exception of superintendents in Group 3, who more strongly agreed with the item and the parents in Group 1 who, although agreeing, indicated less support for the item than the Group 1 coaches.



Table 40. Summary of t tests comparing the mean responses of coaches and echo respondents (by won-lost record). Item 6, "The coach's ideas are accepted by his superiors"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	2.1 1.7			
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			

Table 40. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	2.1 2.5	.435	-2.08	.047
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

Few significant differences were found in responses to item 11 (Table 41), "The football coach perceives the central office superiors as competent." The coaches from all categories indicated a mean response of 2.5 (some agreement) to this item. The athletic directors, superintendents, and board presidents all showed agreement with the coaches. The athletes and parents in categories 2 and 3, although they indicated some agreement with the statement, were less sure than the coaches that the coach perceived his central office superiors as competent.

Table 41. Summary of t tests comparing the mean responses of coaches and echo respondents (by won-lost record). Item 11, "The football coach perceives the central office superiors as competent"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			

Table 41. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	2.1 2.6	.266	-2.37	.024
Coach Athlete	51-70	2.2 2.5	.173	-2.27	.030
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	2.1 2.6	.277	-2.34	.026
Coach Parent	51-70	2.2 2.5	.256	-2.10	.044
Coach Parent	71-up	NSD			

Item 12 (Table 42), "The coach has a good personal relationship with his superiors," resulted in only two significant response differences. Coaches indicated agreement with the item (mean response 2.2). The athletic directors and superintendents in Group 3 tended toward stronger agreement with the statement. The board presidents, athletes and parents shared the coaches' assessment.

Table 42. Summary of t tests comparing the mean responses of coaches and echo respondents (by won-lost record). Item 12, "The coach has a good personal relationship with his superiors"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	2.0 1.7	.257	2.15	.039
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	2.0 1.7	.364	2.67	.012
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			

Table 42. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

Item 13. (Table 43), "The playing facilities for football are good at the school," showed some significant response differences. Coaches' responses varied from "very slight" agreement in category 1 to "agree" in the other 3 groups. The athletic directors and superintendents in Group 3 felt more strongly about the adequacy of their facilities for football than did the coaches. The board presidents in Group 1 and 3 also indicated more support than the coaches for the statement. The athletes in all groups were in agreement with the coaches' responses. The parents in won-lost categories 2, 3, and 4 tended to disagree that the playing

facilities were good at their schools.

Table 43. Summary of t tests comparing the mean responses of coaches and echo respondents (by won-lost record). Item 13, "The playing facilities for football are good at the school"

Respondents	Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	2.2 1.8	.694	2.43	.021
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	2.2 1.8	.646	2.34	.026
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	2.9 2.3	.547	2.47	.021
Coach Board President	31-50	NSD			
Coach Board President	51-70	2.2 1.7	.501	2.36	.024
Coach Board President	71-up	NSD			

Table 43. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	2.2 3.7	-.038	-4.49	.000
Coach Parent	51-70	2.2 3.4	.090	-4.67	.000
Coach Parent	71-up	2.3 3.5	-.381	-2.82	.009

Item 14. (Table 44), "Janitorial assistance in preparing the facilities for use is considered good," indicated several significant response differences. The coaches' mean response was 2.8, "slight agreement." The athletic directors shared the position shown by the coaches. The superintendents in all but Group 2 and the board presidents in all four categories indicated greater agreement than the coaches that janitorial assistance in preparing the facilities for use was good. The athletes in Group 4 also indicated greater agreement with the statement than the coaches, while the other three athlete groups and all parent groups supported the coaches' position on this item.



Table 44. Summary of t tests comparing the mean responses of coaches and echo respondents (by won-lost record). Item 14, "Janitorial assistance in preparing the facilities for use is considered good"

Respondents	Winning Percent	Means	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	3.1 2.5	.512	2.66	.013
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	2.7 2.0	.257	2.57	.015
Coach Superintendent	71-up	2.8 2.0	.150	3.10	.004
Coach Board President	4-30	3.1 2.3	.357	2.83	.009
Coach Board President	31-50	2.6 2.0	.331	2.34	.026
Coach Board President	51-70	2.7 2.0	.165	2.60	.014
Coach Board President	71-up	2.8 2.0	.274	3.23	.003

Table 43. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	2.8 2.0	.299	3.21	.003
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

Responses to item 15 (Table 45), "The budget for purchase and upkeep of equipment is considered good," indicated few significant differences. Coaches as a group responded with "slight agreement" (2.8 mean response). The athletic directors of Group 4 showed stronger agreement than did the coaches. This was also true of the superintendents and board presidents in Group 1. The athletes in Group 3 felt less sure than the coaches that the budget was considered good. The parents' perception of this item supported the coaches' evaluation.

Table 45. Summary of t tests comparing the mean responses of coaches and echo respondents (by won-lost record). Item 15, "The budget for purchase and up-keep of equipment is considered good"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	2.2 1.8	.531	2.21	.035
Coach Superintendent	4-30	2.6 2.1	.293	2.07	.049
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	2.6 2.0	.226	2.13	.043
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			

Table 45. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	2.0 2.6	.113	-2.28	.029
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

Item 20 (Table 46), "The coach is evaluated on his teaching abilities as well as his coaching by members of the community," resulted in only one significant difference. The coaches responses from "some agreement" to "no opinion" to this statement. This position was supported by all the "echos" but the superintendents in category 1. They tended toward "some agreement" with the item as compared to the "no opinion" response of the coaches.

Table 46. Summary of t tests comparing the mean responses of coaches and echo respondents (by won-lost record). Item 20, "The coach is evaluated on his teaching abilities as well as his coaching by members of the community"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	3.1 2.5	.293	2.25	.033
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			

Table 46. (Continued)

Respondents	Winning Percent	Means	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

Item 26 "Coach is able to instill positive traits of character," and item 30, "Coaches are expected to practice good sportsmanship," resulted in no significant differences. The coaches "agreed" with these two statements and in all categories the "echos" supported their perceptions.

Item 29 (Table 47), "Good public relations is considered a vital part of the head football coaching job," indicated several significant response differences. Coaches in all categories were in the "agree"

Table 47. Summary of t tests comparing mean responses of coaches and echo respondents (by won-lost record). Item 29, "Good public relations is considered a vital part of the head football coaching job"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	1.4 1.8	.084	-3.45	.002
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	1.4 1.8	.074	-3.23	.003
Coach Board President	51-70	1.6 2.0	.351	-2.87	.007
Coach Board President	71-up	1.5 1.8	.124	-2.75	.010

Table 47. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	1.7 2.2	-.034	-2.23	.035
Coach Athlete	31-50	1.4 2.0	-.031	-3.96	.000
Coach Athlete	51-70	1.6 2.1	.162	-2.27	.030
Coach Athlete	71-up	1.5 2.3	.145	-4.51	.000
Coach Parent	4-30	NSD			
Coach Parent	31-50	1.4 1.7	.113	-2.06	.048
Coach Parent	51-70	1.6 2.0	.285	-2.24	.032
Coach Parent	71-up	1.5 1.9	.042	-2.75	.010

to "strongly agree" range of support for the statement. This position was supported by the athletic directors and superintendents except that the athletic directors in Group 2 were not in as strong agreement with this item as were the coaches. The board presidents in Groups 3 and 4 all agreed with the statement but supported it less strongly than the coaches. This same reaction was displayed by the athletes in all categories and the parents in all but Group 1.

Item 31 (Table 48), "If a coach builds a great record, he will get



Table 48. Summary of t tests comparing mean responses of coaches and echo respondents (by won-lost record). Item 31, "If a coach builds a great record, he will get to be principal in this or another community"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	3.5 3.9	.159	-2.31	.028
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	3.5 4.1	.185	-3.79	.001
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			

Table 48. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	3.5 3.8	.458	-2.18	.037
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

to be principal in this or another community," saw few significant differences in the responses. The coaches reported some disagreement with the item (3.5 mean response). Their position was supported in all categories of the athletic directors and superintendents, except that athletic directors of Group 4 were more emphatic in their disagreement that a coach could achieve a principalship by building a great record. Board presidents of Group 2 and athletes of Group 4 showed greater disagreement than the coaches with this variable. The parents upheld the

views displayed by the coaches on this item.

Item 32. (Table 49), "The coach gets lots of publicity in the papers, on radio, or T.V." brought to light only one significant

Table 49. Summary of t tests comparing mean responses of coaches and echo respondents (by won-lost record). Item 32, "The coach gets lots of publicity in the papers, on radio, or T.V."

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	3.3 2.7	.336	2.51	.018
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	NSD			

Table 49. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

difference. The coaches' responses were from "no opinion" to "some disagreement" to this statement (mean response, 3.2). All "echos," in all categories, shared the coaches' responses except the superintendents in Group 2, who indicated mild support for the item.

#### Analysis of dissatisfying pressures by years of coaching experience

In order to examine dissatisfying pressures in light of varying degrees of experience coaches' responses were classified into three experience categories based on the number of years as a head coach (see Table 2) (Group one, 1-4 years, Group two, 5-9 years, and Group three, ten years and over).

Among the dissatisfying pressure items, none showed any significant response differences according to the analysis of variance test.

Item 33, "A coach's teaching contract is dependent upon his having a winning record," showed coaches responding from "very slight" agreement to "very slight" disagreement. The mean response was 3.0, "no opinion." Item 34, "A coach's coaching duties are dependent upon winning," yielded a mean response of 2.6 "some agreement." To item 35, "The coach's enforcement of training rules is criticized," most coaches responded 3.0, "no opinion." Item 36, "The coach experiences problems with intra-squad discipline," showed coaches responding from "some disagreement" (3.5) to "disagree" (3.9). Responses to item 40, "Cars are considered more important than football for many of the potential football players," indicated that coaches generally showed some agreement with this item (mean response 2.4). Item 44, "The coach's effectiveness as a teacher

is lessened during the football season," elicited a mean response of 3.0, "no opinion."

Tables 50 through 55 summarize the t tests for differences between the coaches' and the echo respondents' choices for the dissatisfying pressure items.

Item 33, "A coach's teaching contract is dependent upon his having a winning record," resulted in several significant differences. Coaches

Table 50. t tests comparing the mean responses of coaches and echo respondents (by experience). Item 33, "A coach's teaching contract is dependent upon his having a winning record"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	2.9 3.8	.235	-4.87	.000
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	2.9 3.7	.371	-3.86	.000
Coach Superintendent	1-4	2.9 3.7	.082	-3.62	.001
Coach Superintendent	5-9	3.2 4.1	.178	-4.42	.000
Coach Superintendent	10-up	2.9 3.8	.131	-4.04	.000

Table 50. (Continued)

Respondents	Years Experience	Mean	r	t	Sig.
Coach Board President	1-4	2.9 3.8	.299	-4.82	.000
Coach Board President	5-9	3.2 4.1	.189	-4.34	.000
Coach Board President	10-up	2.9 4.2	.295	-6.51	.000
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	2.9 3.5	.098	-2.72	.009
Coach Parent	5-9	NSD			
Coach Parent	10-up	2.9 3.4	.389	-2.10	.042

from all three experience categories tended to respond from "very slight" agreement to "very slight" disagreement. Athletic directors in Groups 1 and 3 disagreed with the item. Superintendents and board presidents in all categories disagreed that the coach's teaching contract was dependent upon his having a winning record. The athletes tended to respond as their coaches had. The parents in Groups 1 and 3 joined the other

respondents who disagreed with the item.

Item 34 (Table 51), "A coach's coaching duties are dependent upon winning," shows several significant differences. Coaches showed "some"

Table 51. t tests comparing the mean responses of coaches and echo respondents (by experience). Item 34, "A coach's coaching duties are dependent upon winning"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	2.5 3.1	.286	-.286	.006
Coach Athletic Director	5-9	2.7 3.2	.184	-2.54	.016
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	2.5 3.4	-.084	-3.62	.001
Coach Superintendent	5-9	2.7 3.5	.380	-4.42	.000
Coach Superintendent	10-up	2.8 3.3	.022	-2.32	.026
Coach Board President	1-4	2.5 3.6	-.142	-4.25	.000
Coach Board President	5-9	2.7 3.8	.323	-7.05	.000
Coach Board President	10-up	2.8 3.8	.041	-4.44	.000



Table 51. (Continued)

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	2.5 3.1	.121	-2.41	.020
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

to "slight" agreement with this item. The athletic directors in categories 1 and 2 indicated "very slight" disagreement. The superintendents and board presidents in all categories disagreed that the coach must win to retain his coaching duties. The athletes in all categories and the parents in all but category 1 tended to support the response of the coaches. Category 1 parents tended more toward a "no opinion" response.

Item 35 (Table 52), "The coach's enforcement of training rules is criticized," yielded several significant differences. The coaches in all categories tended to respond "no opinion" to this item. The athletic directors in Group 1 and superintendents in Groups 2 and 3 disagreed that

Table 52. t tests comparing the mean responses of coaches and echo respondents (by experience). Item 35, "The coach's enforcement of training rules is criticized"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	3.1 3.6	.216	-2.44	.019
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	3.0 3.5	.110	-2.07	.045
Coach Superintendent	10-up	3.1 3.5	.076	-2.18	.035
Coach Board President	1-4	NSD			
Coach Board President	5-9	3.0 3.6	.042	-2.56	.015
Coach Board President	10-up	3.1 3.9	.093	-3.96	.000
Coach Athlete	1-4	3.0 3.7	.365	-4.42	.000
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	3.1 3.6	.172	-2.52	.016

Table 52. (Continued)

Respondents	Years Experience	Mean	r	t	Sig.
Coach Parent	1-4	NSD			
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

the coach was criticized concerning training rule enforcement. The board presidents in Groups 2 and 3 and athletes in Groups 1 and 3 also disagreed with the statement. The parents supported the response of the coaches, "no opinion."

Item 36 (Table 53), "The coach experiences problems with intra-squad discipline," resulted in only two significant differences. The coaches responded from "some" disagreement to "disagree" to this item. The athletic directors and superintendents viewed the question as the coaches had, in all categories. The board presidents and athletes in Group 2 showed less disagreement with the item than did coaches. The parents' response did not vary significantly from that of the coaches, in all groups.

Item 40 (Table 54), "Cars are considered more important than football for many of the potential football players," produced a few significant differences. Coaches tended to respond from "some" to "full agreement." The athletic directors and superintendents in all categories

Table 53. t tests comparing the mean responses of coaches and echo respondents (by experience). Item 36, "The coach experiences problems with intra-squad discipline"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	NSD			
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	NSD			
Coach Board President	5-9	3.9 3.4	-.149	2.43	.020
Coach Board President	10-up	NSD			
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	3.9 3.5	.333	2.25	.030
Coach Athlete	10-up	NSD			
Coach Parent	1-4	NSD			
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

Table 54. t tests comparing the mean responses of coaches and echo respondents (by experience). Item 40, "Cars are considered more important than football for many of the potential football players"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	NSD			
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	NSD			
Coach Board President	5-9	2.6 3.1	.007	-2.65	.012
Coach Board President	10-up	NSD			
Coach Athlete	1-4	2.2 2.7	.118	-2.41	.020
Coach Athlete	5-9	2.6 3.3	.224	-3.28	.002
Coach Athlete	10-up	2.6 3.3	.162	-3.04	.004
Coach Parent	1-4	2.2 2.7	.411	-2.36	.023
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

reported that many potential football players viewed cars as more important than football. The board presidents in Group 2 tended toward "no opinion" on this item. The athletes varied from the coaches in all three categories. They responded from "slight agreement" in category 1 to "slight disagreement" in the other 2 categories. The parents in category 1 were less sure than the coaches of the importance of cars to potential players.

Item 44 (Table 55), "The coach's effectiveness as a teacher is lessened during the football season," resulted in few significant response differences. The coaches tended to respond "no opinion" to this item. The athletic directors and superintendents both agreed, in all categories, with the coaches. The board presidents in category 1, athletes in categories 1 and 3, and parents in category 1, all indicated some disagreement that the coach was less effective as a teacher during the football season.

#### Analysis of satisfying pressures by years of coaching experience

Analysis of the coaches' response (classified by experience) to the 17 satisfying pressure items revealed several significant differences (Tables 56 thru 60).

Item 1, "The school has a winning tradition in football," differed significantly by years of experience of the head coach (Table 56). When the responses of all coaches were classified by three experience categories (one, 1-4 years; two, 5-9 years; three, 10 years and over), a highly significant F value resulted from the analysis and the subsequent

Table 55. t tests comparing the mean responses of coaches and echo respondents (by experience). Item 44, "The coach's effectiveness as a teacher is lessened during the football season"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	NSD			
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	2.9 3.3	.193	-2.17	.035
Coach Board President	5-9	NSD			
Coach Board President	10-up	NSD			
Coach Athlete	1-4	2.9 3.5	-2.46	-2.45	-.18
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	3.1 3.6	.226	-2.38	.022
Coach Parent	1-4	2.9 3.6	-.048	-3.07	.004
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

Table 56. Summary of comparisons of coaches' responses (by coach's experience) using analysis of variance - item 1

Item	Experience in Years				All	F Value	Scheffe Tests (classes)		
		1 1-4	2 5-9	3 10-up			(1/2)	(1/3)	(2/3)
1. The school has a winning tradition in football	mean	3.8	2.7	2.0	2.9	21.880**	1.134**	1.792**	N.S.
	S.D.	1.336	1.419	1.086					

\*\* Significant at the .01 level.



Scheffe test revealed that the significant differences lie between the first and second, and the first and third categories. Coaches in the 1-4 year classification had a mean response of 3.8, "disagree," while coaches in the 5-9 year category had an average response of 2.7, "slightly agree." Coaches in the 10 years and longer category had a mean response of 2.0, "agree."

Responses to items 2, 3, and 4 differed nonsignificantly by coach's experience. The items dealt with "superiors recognize efforts of head coach" (mean response 2.2, "agree"); "superiors defend the head coach" (mean response 2.3 "agree"); "Coach's work praised by superiors" (mean response 2.5, "some agreement").

Item 5 (Table 57), "The coach has a good working relationship with his superiors," resulted in a highly significant F value from the analysis. The Scheffe test showed that there was a highly significant difference between category one (1-4 years experience) and category two (5-9 years) and that there was a significant difference between category one and category three (10 years - above). Coaches in category one had a mean response of 2.3, "agree" that the coach has a good working relationship, while those coaches with 5-9 years experience and those with 10 years and above agreed more strongly (1.9 and 2.0) with the statement.

Item 6 "coach's ideas are accepted by his superiors," elicited no significant response differences. The mean response of all coaches was 1.6, indicating agreement with this statement.

Item 11 (Table 58), "The football coach perceives the central

Table 57. Summary of comparisons of coaches' responses (by coach's experience) using analysis of variance - item 5

Item		<u>Experience in Years</u>				<u>Scheffe Tests (classes)</u>			
		1	2	3	All	F Value	(1/2)	(1.3)	(2/3)
		1-4	5-9	10-up					
5. The coach has a good working relationship with his superiors	mean	2.3	1.7	1.8	2.0	6.121**	.555**	.467**	N.S.
	S.D.	.874	.685	.813					

\*\*Significant at the .01 level.

Table 58. Summary of comparisons of coaches' responses (by coach's experience) using analysis of variance - item 11

		Experience in Years				Scheffe Tests (classes)			
		1	2	3					
Item		1-4	5-9	10-up	All	F Value	(1/2)	(1/3)	(2/3)
11. The football coach perceives the central office superiors as competent.	mean	2.4	2.0	2.0	2.2	3.847**	.464**	N.S.	N.S.
	S.D.	.965	.716	.862					

\*\* Significant at the .01 level.

superiors competent," resulted in a significant F value. The Scheffe test indicated that the differences lie between the least experienced coaches (1-4 years) and those coaches from the middle classification (5-9 years). The mean response of coaches in category one was 2.4, "some agreement," while the response for Group 2 was 2.0, "agree" that the football coaches viewed their central office superiors as being competent.

Responses to items 12, 13, 14, and 15 all differed nonsignificantly. The items concerned were: "coach and superiors have good personal relationship" (mean response 2.0); "football playing facilities are good" (mean response 2.4); "good assistance in preparing the facilities" (mean response 2.8); "good budget for purchase and up-keep of equipment" (mean response 2.3).

Analysis of item 20, (Table 59), "The coach is evaluated on his teaching abilities as well as his coaching by members of the community," resulted in a highly significant F value. The Scheffe test revealed that the differences in responses lie between categories one and three (mean response 3.0 and 2.3) and categories two and three (mean response 2.9 and 2.3). Coaches with the least experience (1-4 and 5-9 years) responded "no opinion" while those with the most experience (10 - above) agreed that a coach is evaluated on both his teaching and coaching abilities by people in the community.

Responses to item 26 (Table 60), "In most instances the coach is able to instill positive traits of character in the young men on the team," resulted in a significant F value. The Scheffe test indicated

Table 59. Summary of comparisons of coaches' responses (by coach's experience) using analysis of variance - item 20

Item		Experience in Years			All	F Value	Scheffe Test (classes)			
		1	2	3			(1/2)	(1/3)	(2/3)	
		1-4	5-9	10-up						
20.	The coach is evaluated on his teaching abilities as well as his coaching by members of the community	mean	3.0	2.9	2.3	2.7	5.221**	N.S.	.725**	.646*
		S.D.	1.031	1.302	1.037					

\*\* Significant at the .01 level.

Table 60. Summary of comparisons of coaches' responses (by coach's experience) using analysis of variance - item 26

			<u>Experience in Years</u>				<u>Scheffe Test (classes)</u>		
			1 1-4	2 5-9	3 10-up	All	F Value	(1/2)	(1/3) (2/3)
26.	In most instances the coach is able to instill positive traits of character in the young men on the team	mean S.D.	2.2 .607	1.9 .632	1.9 .516	2.0	3.682*	N.S.	.313* N.S.

\* Significant at the .05 level.

that the difference lie between the first and second classifications i.e., coaches with 1-4 years experience had a mean response of 2.2, "agree" while those with 5-9 years experience responded 1.9 also "agree," but had slightly stronger support for the item.

Items 29, 30, 31, and 32 were all nonsignificant by years of coaching experience. These items dealt with: the importance of public relations (mean response 1.6); practice of sportsmanship (mean response 1.8); coach becoming principal (mean response 3.5); and publicity received by the coach (mean response 3.2).

Next the echo respondents choices for these same items were compared to the coaches' perceptions. Tables 61 through 76 summarize t tests for the satisfying pressure items where differences were found.

Responses to item 1 (Table 61), "The school has a winning tradition in football," resulted in several significant differences. The least experienced coaches "disagreed," the middle category showed "slight agreement" while the most experienced coaches "agreed." The agree position taken by the most experienced coaches was supported by the echo respondents. Athletic directors and superintendents in category one were less disagreeable to the item while those in Group two indicated more agreement. Board presidents from Group one indicated "no opinion." The athletes from Groups one and two tended to duplicate the response of the athletic directors and superintendents. The parents from Group one, like the board presidents, tended toward "no opinion."

Item 2 (Table 62), "Superiors recognize the efforts expended by the head coach" elicited few significant differences. Coaches' responses

Table 61. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 1, "The school has a winning tradition in football"

Respondent	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	3.8 3.3	.619	2.77	.008
Coach Athletic Director	5-9	2.7 2.3	.709	2.22	.033
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	3.8 3.3	.650	3.31	.002
Coach Superintendent	5-9	2.7 2.3	.584	2.07	.045
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	3.8 3.0	.240	3.14	.003
Coach Board President	5-9	NSD			
Coach Board President	10-up	NSD			
Coach Athlete	1-4	3.8 3.4	.694	.240	.020
Coach Athlete	5-9	2.7 2.2	.834	.367	.001
Coach Athlete	10-up	NSD			
Coach Parent	1-4	3.8 3.1	.512	3.69	.001
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			



Table 62. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 2, "Superiors recognize the efforts expended by the head coach"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	2.4 2.0	.414	2.51	.016
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	2.4 1.6	.046	4.35	.000
Coach Superintendent	5-9	2.1 1.6	.122	3.06	.004
Coach Superintendent	10-up	2.0 1.5	.267	3.73	.001
Coach Board President	1-4	2.4 2.0	.000	2.30	.049
Coach Board President	5-9	NSD			
Coach Board President	10-up	NSD			
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	NSD			
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

from all categories ranged from "some agreement" to "agree." Athletic directors in Group one felt stronger about this item than did the coaches. Superintendents in all groups were more certain that superiors recognized the efforts of the head coach. Board presidents from Group one took the same position that the athletic directors and superintendents had taken. Athletes and parents from all categories agreed with the coaches.

When responses were classified by coach's years of experience for item 3 (Table 63), "Superiors defend the head coach from his critics,"

Table 63. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 3, "Superiors defend the head coach from his critics"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	2.5 2.1	.278	2.52	.015
Coach Athletic Director	5-9	2.3 1.8	.403	2.98	.005
Coach Athletic Director	10-up	2.2 2.0	.505	2.32	.026
Coach Superintendent	1-4	2.5 1.7	-.076	4.70	.000
Coach Superintendent	5-9	2.3 1.6	.317	4.40	.000
Coach Superintendent	10-up	2.2 1.6	.331	4.41	.000

Table 63. (Continued)

Respondents	Years Experience	Mean	r	t	Sig.
Coach Board President	1-4	2.5 2.2	.127	2.07	.044
Coach Board President	5-9	NSD			
Coach Board President	10-up	2.2 1.9	2.74	2.22	.032
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	2.3 2.7	.467	-2.43	.020
Coach Athlete	10-up	NSD			
Coach Parent	1-4	NSD			
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

many significant differences resulted. Coaches responded from "some agreement" to "agree." The athletic directors and superintendents in all categories tended to be more positive than the coaches that the head coach was defended from his critics. Board presidents from categories one and three responded along this same line. The athletes from Group two tended toward "slight agreement" showing less support for this

item than the coaches had given. The parents were in agreement with the coaches.

Responses from item 4 (Table 64), "The coach's work is praised by his superiors" showed few significant differences. Coaches responses

Table 64. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 4, "The coach's work is praised by his superiors"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	2.8 2.1	.235	4.38	.000
Coach Athletic Director	5-9	2.4 1.9	.295	2.61	.013
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	2.8 2.0	.152	4.96	.000
Coach Superintendent	5-9	2.4 1.7	.586	4.67	.000
Coach Superintendent	10-up	2.3 1.8	.443	3.79	.001
Coach Board President	1-4	NSD			
Coach Board President	5-9	2.4 2.0	.151	2.25	.030
Coach Board President	10-up	NSD			

Table 64. (Continued)

Responses	Years Experience	Mean	r	t	Sig.
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	NSD			
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

varied from "some agreement" to "very slight agreement." The athletic directors in Group one and two tended to give more support for this statement than did the coaches. This stronger support was also evident with the superintendents in all categories and the board presidents from Group two. The athletes and parents did not differ significantly from the coaches in their responses.

Item 5, (Table 65), "The coach has a good working relationship with his superiors," elicited several significant differences. Coaches responses tended to fall in close proximity of the "agree" position. The athletic directors from Group one agreed more fully with this item.

Table 65. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 5, "The coach has a good working relationship with his superiors"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	2.3 2.0	.608	3.07	.004
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	2.3 1.7	.288	4.29	.000
Coach Superintendent	5-9	1.7 1.4	.320	2.51	.016
Coach Superintendent	10-up	1.8 1.5	.320	2.39	.022
Coach Board President	1-4	2.3 2.0	.427	2.38	.021
Coach Board President	5-9	NSD			
Coach Board President	10-up	NSD			
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	1.7 2.1	.286	-3.03	.004
Coach Athlete	10-up	NSD			
Coach Parent	1-4	NSD			
Coach Parent	5-9	1.7 2.2	.412	-2.92	.006
Coach Parent	10-up	NSD			

The superintendents in all classifications showed stronger support for this statement than did the coaches. Board presidents from category one joined the superintendents in agreeing with this item. The athletes and parents in category two "agreed" with the item but were less sure than the coaches.

Only one significant difference was found concerning item 6, (Table 66), "The coach's ideas are accepted by his superiors." Coaches "agreed" with this item, a position that was supported by all the echo respondents except the parents in category one. They were less sure of the statement and expressed only "some agreement."

Table 66. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 6, "The coach's ideas are accepted by his superiors"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	NSD			
Coach Superintendent	10-up	NSD			

Table 66. (Continued)

Respondents	Years Experience	Mean	r	t	Sig.
Coach Board President	1-4	NSD			
Coach Board President	5-9	NSD			
Coach Board President	10-up	NSD			
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	2.1 2.4	.377	-2.19	.033
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

Item 11: (Table 67), "The coach perceives the central office superiors as competent" yielded few significant differences. Coaches responded from "some agreement" to "agree." The athletic directors, superintendents, and board presidents in all classifications agreed with the coaches. The athletes and parents from categories two and three were milder in their support of this item than were the coaches.



Table 67. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 11, "The coach perceives the central office superiors as competent"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	NSD			
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	NSD			
Coach Board President	5-9	NSD			
Coach Board President	10-up	NSD			
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	2.0 2.4	.071	-2.74	.009
Coach Athlete	10-up	2.0 2.6	.283	-3.36	.002
Coach Parent	1-4	NSD			
Coach Parent	5-9	2.0 2.7	.073	-4.02	.000
Coach Parent	10-up	2.0 2.4	.310	-2.64	.012

Item 12 (Table 68), "The coach has a good personal relationship with his superiors" produced only one significant difference. Coaches "agreed" with the item. Respondents groups also "agreed" with the only exception being the superintendents whose coaches had the most experience. They felt more strongly about the coach having a good personal relationship with his superiors.

Table 68. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 12, "The coach has a good personal relationship with his superiors"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	NSD			
Coach Superintendent	10-up	2.0 1.7	.360	2.22	.032

Table 68. (Continued)

Respondents	Years Experience	Mean	r	t	Sig.
Coach Board President	1-4	NSD			
Coach Board President	5-9	NSD			
Coach Board President	10-up	NSD			
Coach Athlete	1-4 NSD	NSD N			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Coach Parent	1-4	NSD			
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

Mean responses to item 13 (Table 69), "The playing facilities for football are good at the school," resulted in few significant differences. Coaches varied from "some agreement" to "slight agreement" in the three experience categories. The athletic directors and athletes in all categories agreed with their coaches. The superintendents in Group three and board presidents in Group one and three all agreed more strongly

Table 69. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 13, "The playing facilities for football are good at the school"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	NSD			
Coach Superintendent	10-up	2.3 1.9	.572	2.12	.041
Coach Board President	1-4	2.7 2.3	.447	2.22	.031
Coach Board President	5-9	NSD			
Coach Board President	10-up	2.3 1.9	.549	2.16	.037
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	2.7 3.4	-.155	-2.61	.012
Coach Parent	5-9	2.2 3.4	-.122	-4.09	.000
Coach Parent	10-up	2.3 3.6	-.091	-4.16	.000

that the facilities were good than did the coaches from their respective groups. The parents in all categories responded with some disagreement to the statement.

In item 14 (Table 70), "Janitorial assistance in preparing the facilities for use is considered good" generated significant differences

Table 70. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 14, "Janitorial assistance in preparing the facilities for use is considered good"

Respondents	Years Experience	Means	r	t	Sig.
Coach Athletic Directors	1-4	NSD			
Coach Athletic Directors	5-9	NSD			
Coach Athletic Directors	10-up	NSD			
Coach Superintendents	1-4	3.1 1.5	.389	2.79	.008
Coach Superintendent	5-9	2.6 1.8	.331	3.50	.001
Coach Superintendent	10-up	2.6 2.0	.000	2.56	.014
Coach Board President	1-4	3.1 2.3	.409	4.03	.000
Coach Board President	5-9	2.6 1.9	.082	2.63	.012
Coach Board President	10-up	2.6 2.0	.232	2.96	.005

Table 70. (Continued)

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	NSD			
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

in each classification of two echo groups, superintendents and board presidents. The coaches' responses varied from "slight agreement," to "no opinion." The superintendents and board presidents were more certain than were the coaches that janitorial assistance was good. The athletic directors, athletes and parents from all categories tended to agree with their coaches.

Item 15 (Table 71), "The budget for purchase and up-keep of equipment is considered good" elicited few significant differences. Coaches tended to respond from "some agreement" to "agree." The athletic directors and superintendents tended to parallel the responses of the coaches. The board presidents in categories one and three were in the "agree"

Table 71. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 15, "The budget for purchase and up-keep of equipment is considered good"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	NSD			
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	2.4 2.0	.121	2.45	.018
Coach Board President	5-9	NSD			
Coach Board President	10-up	2.4 1.9	.181	2.43	.020
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	1.9 2.5	.362	-3.16	.003
Coach Athlete	10-up	NSD			
Coach Parent	1-4	NSD			
Coach Parent	5-9	1.9 2.5	.184	-2.84	.007
Coach Parent	10-up	NSD			

range of response while the mean response of the coaches was "some agreement." The athletes and parents in the middle group expressed only "some" support while coaches in that same category were in the "agree" range.

Item 20 (Table 72), "The coach is evaluated on his teaching abilities as well as his coaching by members of the community" brought forth

Table 72. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 20, "The coach is evaluated on his teaching abilities as well as his coaching by members of the community"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	2.3 3.0	.457	-3.98	.000
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	2.9 2.2	.265	3.23	.003
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	NSD			
Coach Board President	5-9	2.9 2.2	.221	3.23	.003
Coach Board President	10-up	NSD			



Table 72. (Continued)

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	2.3 3.0	.218	-3.21	.003
Coach Parent	1-4	3.0 2.5	.018	2.08	.043
Coach Parent	5-9	NSD			
Coach Parent	10-up	2.3 3.0	.124	-3.28	.002

some significant differences. Coaches from all experience categories responded from "no opinion" to "some agreement." Athletic directors in category three had no opinion compared to the coaches' "some agreement." The superintendents and board presidents from Group two agreed that the coaches teaching was evaluated, while the coaches tended toward "no opinion." The athletes in Group three had "no opinion" while coaches expressed "some agreement." The parents in Group one showed "some agreement" while the coaches had "no opinion." The parents and coaches in Group three reversed this with parents responding "no opinion" while the coaches showed "some agreement."

Item 26 (Table 73), "In most instances the coach is able to instill

Table 73. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 26, "In most instances the coach is able to instill positive traits of character in the young men on the team"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	NSD			
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	NSD			
Coach Board President	5-9	NSD			
Coach Board President	10-up	NSD			
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	2.2 1.9	.272	2.96	.005
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

character in the young men on the team" afforded only one significant difference. Responses from coaches in all three classifications of experience were in the "agree" range. All other respondents in all categories agreed except the parents in Group one who were more strongly in agreement with this item than were the coaches in this classification.

Item 29 (Table 74), "Good public relations is considered a vital part of the head football coaching job," generated several significant

Table 74. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 29, "Good public relations is considered a vital part of the head football coaching job"

Respondents	Years Experience	Mean	r	t	Sig.
Coach	1-4	1.6			
Athletic Director		1.8	.064	-2.12	.040
Coach	5-9	NSD			
Athletic Director					
Coach	10-up	1.5			
Athletic Director		1.9	.056	-2.73	.009
Coach	1-4	NSD			
Superintendent					
Coach	5-9	NSD			
Superintendent					
Coach	10-up	1.5			
Superintendent		1.8	.483	-2.56	.014

Table 74. (Continued)

Respondents	Years Experience	Means	r	t	Sig.
Coach Board President	1-4	1.6 2.0	.203	-3.35	.002
Coach Board President	5-9	1.6 2.0	.284	-3.08	.004
Coach Board President	10-up	NSD			
Coach Athlete	1-4	1.6 2.1	.134	-3.44	.001
Coach Athlete	5-9	1.6 2.1	-0.54	-2.58	.014
Coach Athlete	10-up	1.5 2.3	.091	-4.97	.000
Coach Parent	1-4	NSD			
Coach Parent	5-9	1.6 1.9	.009	-2.28	.029
Coach Parent	10-up	1.5 1.8	.434	-3.34	.002

differences. Coaches in the three experience categories responded "Strongly agree" to slightly less than "agree." Athletic directors in Group one and three, although agreeing with the item, were not as certain as the coaches that public relations was a vital part of the coach's job. Superintendents from schools where coaches had the most experience

(Group three) tended to take the same position as their athletic directors. Board presidents from Groups one and two, athletes from all categories of experience and parents in Groups two and three also perceived the item as the other "echos" described had done, i.e., "agree" but not as certain.

No significant differences were found for item 30, "Football coaches are expected to practice good sportsmanship." The echos all concurred with the coaches assessment, which was "agreement" with the statement (1.8 mean response).

Item 31 (Table 75), "If a coach builds a great record, he will get to be principal in this or another community," resulted in few significant differences. Coaches from all categories of experience responded with "some disagreement." The athletic directors in Group two tended to feel even more strongly, "disagree." The superintendents, athletes and parents from all categories supported the coaches' position on this item. The board presidents in Groups one and two, like the athletic directors from Group two, "disagreed" that a principalship could be gained through "building a great record."

There was only one significant difference from item 32 (Table 76), "The coach gets lots of publicity." Coaches from all categories responded "no opinion" to "slight disagreement." The echo respondents perceived this item as the coaches had done in all instances except the athletes from the schools where coaches were in the middle classification of experience. The athletes in Group two expressed "some disagreement" that the coach gets lots of publicity while the coaches said "no opinion."

Table 75. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 31, "If a coach builds a great record, he will get to be principal in this or another community"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	3.4 3.9	.290	-3.15	.003
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	NSD			
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	3.5 3.8	.219	-2.05	.046
Coach Board President	5-9	3.4 3.9	.058	-2.74	.009
Coach Board President	10-up	NSD			
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	NSD			
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

Table 76. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 32, "The coach gets lots of publicity in the papers, on radio, and T.V."

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	NSD			
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	NSD			
Coach Board President	5-9	NSD			
Coach Board President	10-up	NSD			
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	3.1 3.7	.301	-3.32	.002
Coach Athlete	10-up	NSD			
Coach Parent	1-4	NSD			
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

### Sources of Community Pressure

Eight items were developed to determine which segments of the community produced dissatisfying pressures (items 36, 37, 38, 39, 41, 42, 43, 45) and 15 items were written to identify which segments produced satisfying pressures (items 2, 3, 4, 5, 6, 7, 9, 16, 17, 18, 19, 21, 22, 24, and 25). Questions 47 and 48 will be described in this section also but will be analyzed separately by inspection. It was hypothesized that perception of these pressures would not vary significantly by size of the high school, won-lost record, or coaching experience. Items will be presented in numerical order; first by dissatisfying pressures, then by satisfying pressures. None of the dissatisfying pressure items were significant by size of high school when the analysis of variance was applied.

#### Dissatisfying community pressures

Responses to item 36, "The coach experiences problems with intra-squad discipline," all coaches mean response was 3.7, "disagree." Item 37, "Assistant coaches are of little assistance to the head coach," saw most coaches tend to "disagree" (mean response 4.2).

Items 38, 39 and 41 dealt with: "Coaching at the junior high and reserve levels is inferior" (mean response 3.5, some disagreement); "Coaches are second guessed by people in the community to a great extent" (mean response 2.2, agree); "Family of coach experiences considerable pressure" (mean response 3.3, slightly disagree).



Items 42, 43, and 45 were concerned with: "A great deal of tension develops in the coach during the football season" (mean response 2.1, agree); "The fans expected results beyond the capability of the players available" (Mean response 2.7, some agreement); "The coach's wife and family are dissatisfied with the demands of coaching" (mean response 3.4, some disagreement).

Next the echo respondents' choices for these same items were compared to the coaches' perceptions. Tables 77 through 82 summarize the tests for differences in responses to these dissatisfying pressure items as was done in the preceding section.

Item 36, "Intra-squad discipline problems of the coach" was tabulated in Table 31, p. 95.

Item 37 (Table 77), "Assistant coaches are of little assistance to the head coach," resulted in only two significant differences. Coaches from all size categories responded "disagree" or stronger. The athletic directors, superintendents, athletes and parents from all sized schools perceived the item as their coaches had. Only board presidents from next to the smallest and largest school categories differed in their assessments. They also "disagreed" with this item but not as strongly as the coaches.

Item 38 (Table 78), "Coaching at the junior high and reserve levels is inferior," generated only two significant differences. Coaches from all size categories responded from "slight disagreement" to "some disagreement." The athletic directors and superintendents from the smallest schools were more certain than head coaches that the junior

Table 77. Summary of t tests for significant differences of coaches' and echo groups' responses (by high school size). Item 37, "Assistant coaches are of little assistance to the head coach"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	NSD			
Coach Board President	2A	4.4 4.1	.454	2.34	.026
Coach Board President	3A	NSD			
Coach Board President	4A	4.3 3.8	.796	3.74	.003

Table 77. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

Table 78. Summary of t tests for significant differences of coaches' and echo groups' responses (by high school size). Item 38, "Coaching at the junior high and reserve levels is inferior"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	3.4 3.8	.538	-3.35	.002
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	3.4 3.9	-0.23	-2.65	.011
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			

Table 78. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

high and reserve coaches were not inferior. Board presidents, athletes and parents all supported the position taken by the coaches.

Item 39 (Table 79), pertaining to second guessing of coaches, resulted in few significant differences. The coaches tended to respond from "agree" to "some agreement." The athletic directors in Group 3A expressed "some agreement" but were less sure than the coaches that they were "second guessed." The superintendents in 3A and board presidents in 1A also paralleled the 3A athletic directors position. The

Table 79. Summary of t tests for significant differences of coaches' and echo groups' responses (by high school size). Item 39, "Coaches are second guessed by people in the community to a great extent"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	2.1 2.5	.609	-2.18	.039
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	2.1 2.6	.211	-2.33	.028
Coach Superintendent	4A	NSD			
Coach Board President	1A	2.0 2.5	.212	-2.97	.005
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			

Table 79. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

athletes and parents in all size categories agreed with the response of the coaches.

Item 41, "There is considerable pressure placed on the family of the coach," brought forth no significant differences. The coaches' mean response was 3.3 (slight disagreement), a position the echos upheld.

Item 42 (Table 80), "A great deal of tension develops in the coach during the football season," yielded two differences that were significant. Coaches from all categories were in the "agree" range of

Table 80. Summary of t tests for significant differences of coaches' and echo groups' responses (by high school size). Item 42, "A great deal of tension develops in the coach during the football season"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
..					
Coach Superintendent	1A	2.0 2.4	-.228	-2.03	.048
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			



Table 80. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	2.0 2.5	-.058	-2.78	.008
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

response. The athletic directors from all sized schools supported the coaches perceptions. The superintendents from the smallest school showed only "some agreement" not being as sure that tension develops in the coach. The board presidents and athletes in all size classifications agreed with the coaches. The parents from the smallest schools took the same position as the superintendents, i.e., "some agreement."

"The fans expected results beyond the capability of the players available," item 43. (Table 81), produced only one significant difference.

Table 81. Summary of t tests for significant differences of coaches' and echo groups' responses (by high school size). Item 43, "The fans expected results beyond the capability of the players available"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	2.5 3.3	.413	-2.51	.027
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			

Table 81. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

The replies of coaches from all size categories ranged from "some agreement" to "no opinion." All echos were in agreement with the coaches' mean response except the superintendents from the largest sized schools. These superintendents tended to slightly disagree that the fans expected results beyond player capability.

Item 45. (Table 82), "The coach's wife and family are dissatisfied with the demands of coaching," provided only one significant difference in responses. Coaches in all size categories tended to respond from

Table 82. Summary of t tests for significant differences of coaches' and echo groups' responses (by high school size). Item 45, "The coach's wife and family are dissatisfied with the demands of coaching"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	3.2 3.6	.215	-2.18	.033
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			

Table 82. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

"very slight disagreement" to "some disagreement" with this item. The board presidents from the smallest schools expressed more disagreement with the item than did the coaches. All other echos from all size classifications tended to agree with the coaches' assessment on this item.

#### Satisfying community pressures

Analysis of the satisfying pressure items, classified by the four high school size categories will follow in an attempt to pinpoint the

size of high schools affording greatest satisfaction for coaches. Items 2, 3, 4, 5, and 6 respectively were tabled in Tables 11 through 15, pages 56 through 65. None of these items were significantly different. These items dealt with: "head coach's efforts are recognized"; "coach is defended from his critics"; "coach's work is praised"; "coach-superior working relationship is good"; "superiors accept the coach's ideas."

The responses of coaches, as classified into the four size categories, were not significantly different on any of the remaining satisfying pressure items.

Item 7, "The head coach is given responsibility for the assistant coaches working under him," showed a mean response from all coaches of 1.6 tending toward strong agreement.

Items 9, 16, and 17 concerned: "The football program receives the active support of the central office" (mean response 2.1, "agree"); "People in the community praise the coach during successful times" (mean response 2.1, "agree"); "Coaches are well accepted in the community" (mean response 2.2, "agree").

Items 18, 19, and 21 dealt with: "The coach was given credit by people in the community when the team was successful" (mean response 2.2, "agree"); "The coach is generally credited with helping to mold positive attitudes in his players by people in the community" (mean response 2.3, "agree"); "There is much favorable publicity in the community about the football program" (mean response 2.6, "some agreement").

Items 22, 24 and 25 concerns the following: "Students display a great deal of pride in their football team" (mean response 2.6, "some

agreement"); "The coach is generally looked up to be the team members" (mean response 1.8, "agree"); "The student body generally looks up to the coach" (mean response 2.1, "agree").

The echo respondents choices for these same items compared to the coaches perceptions are tabled next. Tables 83 through 92 summarize the t tests for significant differences in response to the satisfying pressure items.

Responses to Item 7 (Table 83), "The head coach is given responsibility for the assistant coaches working under him," produced a few significant differences. Coaches responded from "agree" to "much agree." Athletic directors and superintendents in the 3A schools agreed more strongly than did the coaches. The board presidents in all size categories agreed with the coaches. The athletes in 2A and 3A sized schools agreed also but were not as strong in their support. Parents in 1A and 2A categories achieved the same position of less agreement than the coaches.

Item 9 (Table 84), "The football program receives the active support of the central office," shows several significant differences. When the coaches responses from all sized schools were combined they had a mean response of 2.1 "agree." The athletic directors in the two largest categories were more emphatic than coaches in feeling that the football program was supported by the central office. Superintendents in all but the largest size category were also more strongly in agreement with the item than were the coaches. Board presidents agreed with the coaches in all categories. The athletes in the largest sized schools were in

Table 83. Summary of t tests for significant differences of coaches' and echo groups' responses (by high school size). Item 7, "The head coach is given responsibility for the assistant coaches working under him"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	1.7 1.3	.248	3.06	.005
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	1.7 1.4	.047	2.13	.043
Coach	4A	NSD			
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			



Table 83. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	1.5 2.1	-.060	-2.85	.007
Coach Athlete	3A	1.7 2.1	.120	-2.80	.009
Coach Athlete	4A	NSD			
Coach Parent	1A	1.7 2.1	.149	-3.53	.001
Coach Parent	2A	1.5 1.9	.156	-2.42	.021
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

Table 84. Summary of t tests for significant differences of coaches' and echo groups' responses (by high school size). Item 9, "The football program receives the active support of the central office"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	2.2 1.6	.112	2.66	.013
Coach Athletic Director	4A	2.5 1.7	.025	2.67	.020
Coach Superintendent	1A	2.1 1.5	.134	3.89	.000
Coach Superintendent	2A	2.1 1.6	.169	2.59	.014
Coach Superintendent	3A	2.2 1.4	.330	4.53	.000
Coach Superintendent	4A	NSD			
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			

Table 84. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	2.5 1.8	.537	2.63	.022
Coach Parent	1A	2.1 2.4	.561	-3.22	.002
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

more agreement than the coaches while the parents in the smallest schools were in less agreement.

Analysis of responses to item 16 (Table 85), "People in the community praise the coach during successful times," yielded only three significant differences. Coaches from all size categories tended to respond "agree" to this item. This position was supported by the athletic directors, superintendents and board presidents in all size categories.

Table 85. Summary of t tests for significant differences of coaches' and echo groups' responses (by high school size). Item 16, "People in the community praise the coach during successful times"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			

Table 85. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	2.2 1.8	-.016	2.74	.008
Coach Athlete	2A	2.1 1.7	-.029	2.04	.049
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	2.1 1.7	.206	2.42	.021
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

Athletes from two size categories, 1A and 2A, more strongly agreed that the coach was praised than did the coaches. The parents in size 2A schools agreed with the athletes i.e., more strongly agreeing than the coach.

The t statistic for mean responses to item 17 (Table 86), "Coaches are well accepted in the community," also produced only three significant differences. The coaches tended to respond "agree" to this item. The athletic directors, athletes, and parents all agreed with the coaches.

Table 86. Summary of t tests for significant differences of coaches' and echo groups' responses (by high school size). Item 17, "Coaches are well accepted in the community"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	2.3 2.0	.537	3.48	.001
Coach Superintendent	2A	2.3 1.8	.262	3.02	.005
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	NSD			
Coach Board President	2A	2.3 1.9	.118	2.38	.023
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			

Table 86. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

The superintendents from the 1A and 2A sized schools were more sure than the coaches that coaches were well accepted in the community. The board presidents from 2A sized schools agreed to a greater extent than the coaches.

"The coach was given credit by people in the community when the team was successful," item 18 (Table 87), produced several significant differences. Coaches from all sized categories tended to "agree" with this

Table 87. Summary of t tests for significant differences of coaches' and echo groups' responses (by high school size). Item 18, "The coach was given credit by people in the community when the team was successful"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	2.3 2.0	.352	2.04	.046
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	2.2 1.8	.172	2.38	.025
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	2.3 1.9	.359	3.05	.004
Coach Superintendent	2A	2.3 1.9	.184	2.50	.017
Coach Superintendent	3A	2.2 1.7	.169	2.47	.020
Coach Superintendent	4A	1.9 2.2	.822	-2.31	.040
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			



Table 87. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	2.3 1.9	.070	2.12	.041
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

statement. Athletic directors also were in the "agree" range of response but in 1A and 3A they were slightly more sure than the coaches. This same position was taken by the superintendents in all but the largest sized schools where they "agreed" but less strongly than coaches. School board presidents and athletes from all sized schools agreed with the coaches. This same position was shared by the parents in all but the 2A sized schools where they were more supportive of the statement

than were the coaches.

Two significant responses were obtained from item 19 (Table 88),

Table 88. Summary of t tests for significant differences of coaches' and echo groups' responses (by high school size). Item 19, "The coach is generally credited with helping to mold positive attitudes in his players by people in the community"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	2.4 1.9	.374	3.11	.004
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	2.3 2.0	.236	2.83	.007
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			

Table 88. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

"The coach is credited with helping players mold positive attitudes."

Coaches from all categories responded slightly less than agree (2.3 mean response). Athletic directors supported the coaches' perception as did the athletes and parents in all size categories. Only the 2A superintendents and the 1A board presidents failed to agree with the coaches. In both instances they "agreed" while the coaches expressed "some agreement."

Examination of data for item 21 (Table 89), "There is much favorable publicity in the community about the football program," revealed only two

Table 89. Summary of t tests for significant differences of coaches' and echo groups' responses (by high school size). Item 21, "There is much favorable publicity in the community about the football program"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	2.6 2.1	.268	2.87	.007
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	2.7 2.3	.319	2.56	.013
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			

Table 89. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

significant differences between coaches and echos. The coaches responses ranged from "agree" to "slightly agree." Athletic directors, athletes and parents from all size categories tended to support the assessment given by the coaches. The 2A superintendents and 1A board presidents were both more sure than coaches that the football program received much favorable publicity.

Analysis of data for item 22 (Table 90), "Students display a great deal of pride in their football team," provided several significant differences. Coaches responded from "agree" to "very slightly agree."

Table 90. Summary of t tests for significant differences of coaches' and echo groups' responses (by high school size). Item 22, "Students display a great deal of pride in their football team"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	2.7 2.3	.750	2.51	.019
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	2.8 2.4	.425	2.42	.019
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	2.7 2.0	.675	4.01	.000
Coach Superintendent	4A	NSD			
Coach Board President	1A	2.8 2.4	.376	2.31	.025
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			

Table 90. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	2.8 2.4	.670	2.94	.005
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	2.8 2.2	.175	3.07	.003
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

Athletic directors from 3A schools were more sure than the coaches that students displayed pride in their team. This same relationship was displayed by the 1A and 3A superintendents and the 1A board presidents. Parents and athletes from the smaller schools were more sure than coaches that pride in the team prevailed in the student body.

A comparison of the coaches' and echo respondents' choices for item 24 (Table 91), "The coach is generally looked up to by the team members"

Table 91. Summary of t tests for significant differences of coaches' and echo groups' responses (by high school size). Item 24, "The coach is generally looked up to by the team members"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	1.9 1.6	-.023	2.52	.015
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			



Table 91. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	1.9 1.7	.328	2.06	.044
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

produced only two significant differences. Coaches responded slightly stronger than "agree." Only the superintendents and athletes in the smaller schools were significantly different in their response, both being in more agreement than the coach with this item.

Responses to item 25 (Table 92), "The student body generally looks up to the coach," elicited few significant differences. Coaches from all sized schools "agreed" with the item. All other echo respondents verified the coaches' perceptions with the exception of the athletic

Table 92. Summary of t tests for significant differences of coaches' and echo groups' responses (by high school size). Item 25, "The student body generally looks up to the coach"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	NSD			
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	2.2 1.8	.370	2.52	.015
Coach Superintendent	1A	2.1 1.8	.370	2.52	.015
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	NSD			
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			

Table 92. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

directors from the largest schools and superintendents from the smallest schools. They were more strongly in support of the belief that the coach was generally looked up to by students.

Dissatisfying community pressures analyzed (by won-lost records)

Next the items developed to ascertain which pressures come from which segments of the community were analyzed to see if there were significant differences in the coaches' responses when classified by the

coachs' won-lost records. The same format as before will be used.

Differences in mean responses for items 36, 37, and 38 were all nonsignificant when classified by coach's won-lost records. These items dealt with intra-squad discipline (mean response 3.7); assistant coaches are of little help (mean response 4.2); and junior high and reserve coaching is inferior (mean response 3.5).

Only item 39. (Table 93). produced responses which were significantly different when classified by won-lost records. When responses of all coaches were classified by four winning percentage categories 1) .00 - .30, 2) .31 - .50, 3) .51 - .70, and 4) .71-up) a significant F value resulted from the analysis and the Scheffe test indicated that the significant differences lie between the first and second and first and third won-lost categories, i.e., coaches in the classification 1) .00 - .30 had a mean response of 1.6 midway between "agree" and "strongly agree"; that coaches are "second guessed" by people in the community to a great extent while coaches in category 2) .31 - .50 had an average response of 2.4 "some agreement." Coaches in category 3) .51 - .70 also had a mean response of 2.4 "some agreement."

Items 41, 42, 43, and 45 were the other dissatisfying pressure statements that were nonsignificant by coachs' won-lost records. They were concerned with: "There is considerable pressure placed on the family of the coach" (mean response 2.0); "The fans expect results beyond the capability of the players available" (mean response 2.7); "The coach's wife and family are dissatisfied with the demands of coaching" (mean response 3.4).

Table 93. Summary of comparisons of coaches' responses (by coach's won-lost record) using analysis of variance - item 39

		<u>Winning percentage</u>						<u>Sheffe test</u>					
		1	2	3	4								
		.00- .30	.31- .50	.51- .70	.71- up	All	F Value	(1/2)	(1/3)	(1/4)	(2/3)	(2.4)	(3.4)
39.	Coaches are "second guessed" by people in the commun- ity to a great ex- tent	mean 1.6 S.D. .844	2.4 1.100	2.4 1.059	2.4 1.050	2.4	4.102**	.782*	.801*	N.S.	N.S.	N.S.	N.S.

\* .05 level of significance.

\*\* .01 level of significance.

Tables 94 through 100 summarize t tests for differences in responses to the dissatisfying pressure items used in this section. The echo respondents' choices are compared to the coaches' replies as a check on the accuracy of the coaches' perceptions.

Item 36, "coach experiences problems with intra-squad discipline" was tabled in (Table 31, pp. 95-96).

Responses to item 37 (Table 94), "Assistant coaches are of little assistance to the head coach" provided only two significant differences. The coaches from all categories tended to respond beyond the "disagree" range. Athletic directors, athletes and parents all tended to perceive the item as the coaches had. The superintendents and board presidents from category three (.51 - .70) "disagreed" while the mean response of coaches in this category was more strongly in disagreement that assistant coaches were of little help.

"Coaching at the junior high and reserve levels is inferior," item 38. (Table 95), produced few significant response differences. Coaches from all levels of success reported "slight" to "moderate" disagreement with this item. Athletic directors in Group one failed to sustain the position of the coaches in that they were more certain that assistance was not inferior (disagree). The superintendents in Group one and three and board presidents in Groups three and four also disagreed more with the item than had the coaches.

Only four significant differences in the responses to item 39 (Table 96), "Coaches are second guessed by people in the community to a great extent," was found. The coaches had an average response of

Table 94. Summary of t tests for significant differences of coaches' and echo groups' responses (by won-lost record). Item 37, "Assistant coaches are of little assistance to the head coach"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	4.5 4.0	.028	2.13	.041
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	4.5 4.1	.007	2.52	.017
Coach Board President	71-up	NSD			

Table 94. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			



Table 95. Summary of t tests for significant differences of coaches' and echo groups' responses (by won-lost record). Item 38, "Coaching at the junior high and reserve levels is inferior"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	3.3 4.0	.355	-2.92	.007
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	3.3 4.0	.028	-2.60	.015
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	3.4 3.9	.010	-2.06	.047
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	3.4 3.9	.489	-2.53	.017
Coach Board President	71-up	3.5 4.1	-.072	-2.27	.031

Table 95. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

Table 96. Summary of t tests for significant differences of coaches' and echo groups' responses (by won-lost record). Item 39, "Coaches are second guessed by people in the community to a great extent"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	2.4 2.8	.554	-2.14	.040
Coach Superintendent	4-30	1.6 2.2	.384	-2.94	.007
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	1.6 2.4	.292	-3.81	.001
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	2.4 2.9	.211	-2.11	.043

Table 96. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

"agree." They ranged from "considerable disagreement" to "some disagreement." The athletic directors from Group four responded with "slight agreement" to this item. The superintendents in Group one "agreed," a position that expressed less support than the coaches had given. The board presidents in Group one and four expressed "some agreement" and "no opinion," again showing less support than the coaches perceived. The athletes and parents in all groups did not differ significantly from the coaches.

"There is considerable pressure on the family of the coach," item 41 (Table 97), resulted in only one significant difference. Coaches

Table 97. Summary of t tests for significant differences of coaches' and echo groups' responses (by won-lost record). Item 41, "There is considerable pressure placed on the family of the coach"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	3.1 3.7	.294	-2.36	.024
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			

Table 97. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

in all groups responded from "very slight" to "some disagreement."

The athletic directors in Group three were more certain than the coaches in denying that pressure was placed on the coach's family. All other echo respondents' responses tended to agree with the coaches assessments on this item.

Item 42. (Table 98), "A great deal of tension develops in the coach during the football season," yielded some significant differences.

Table 98. Summary of t tests for significant differences of coaches' and echo groups' responses (by won-lost record). Item 42, "A great deal of tension develops in the coach during the football season"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	1.9 2.3	-2.51	-2.15	.041
Coach Superintendent	4-30	1.9 2.4	-2.51	-2.15	.041
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	1.9 2.3	.056	-2.04	.050
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	1.9 2.4	.037	-2.80	.009

Table 98. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	1.9 2.6	-.029	-3.05	.005

Coaches' over-all mean response was that of "agree." Athletic directors tended to take the same position except those in Group four who expressed "some agreement." Superintendents in Groups one and four were also less certain than the coaches that tension developed in the coach during football. Board presidents and parents in Group four took this same position, expressing "some" agreement. The athletes in all categories tended to respond as the coaches had to this statement.



Responses to item 43 (Table 99), "The fans expect results beyond the capability of the players available," produced but one significant

Table 99. Summary of t tests for significant differences of coaches' and echo groups' responses (by won-lost record). Item 43, "The fans expect results beyond the capability of the players available"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			

Table 99. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	2.7 3.4	.200	-2.30	.029

difference. Coaches expressed "slight agreement" with the statement. None of the echos' responses tended to vary from the coaches' perceptions with the exception of the parents from Group four. They expressed some disagreement that fans expected more from the players than they were able to achieve.

There was only one significant difference from replies to item 45 (Table 100), "The coach's wife and family are dissatisfied with the demands of coaching." The coaches responses varied from "no opinion"

Table 100. Summary of t tests for significant differences of coaches' and echo groups' responses (by won-lost record). Item 45, "The coach's wife and family are dissatisfied with the demands of coaching"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	3.7 3.2	.136	2.47	.019
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			

Table 100. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

to "some disagreement." The superintendents from Group two were the only echo group from all categories to vary significantly from the coaches' perceptions. Superintendents "very slightly disagreed" with this item.

Satisfying community pressures analyzed (by won-lost record)

Items 2, 3, 4, 5, 6, 7, 9, 16, 17, 18, 19, 21, 22, 24, and 25 were the satisfying pressure items developed for use in identifying which

pressures come from which segments of the community. Items 2, 3, 4, and 5 were all nonsignificant when classified by the coach's won-lost record. These items dealt with: "superiors recognize efforts of head coach" (mean response 2.2); "superiors defend head coach from critics" (mean response 2.3); "coach's work is praised" (mean response 2.5); and "coach has good working relationship with superiors" (mean response 2.0).

Items 6, 7, and 9 were also nonsignificant by coach's won-lost record. These items were concerned with: "superiors accept coach's ideas" (mean response 2.1); "head coach is responsible for assistants" (mean response 1.6); and "central office actively supports the football program" (mean response 2.2).

Items 16, 17, 18, and 19 were also nonsignificant by coaching records. They dealt with the following: "coach is praised when successful" (mean response 2.1); "coaches well accepted in community" (mean response 2.2); "coach given credit when team was successful" (mean response 2.2); and "coach is credited with molding positive attitudes in his players" (mean response 2.3).

Responses to item 21 (Table 101), were significantly different when classified by coach's won-lost records. When the responses of all coaches were classified by four won-lost categories, 1) .00 - .30; 2) .31 - .50; 3) .51 - .70; 4) .71 - up, a highly significant F value resulted from the analysis and the subsequent Scheffe test revealed that the significant difference lie between the first and fourth won-lost categories, i.e., coaches in the classification .00 - .30 had a

Table 101. Summary of comparisons of coaches' responses (by coach's won-lost record) using analysis of variance. Item 21, "There is much favorable publicity in the community about the football program"

	Winning Percentage				All	F Value	Scheffe Test					
	1 .00- .30	2 .31- .50	3 .51- .70	4 .70- up			(1/2)	(1/3)	(1/4)	(2/3)	(2/4)	(3/4)
Mean	3.2	2.5	2.5	2.0	2.5	5.497**	N.S.	N.S.	5.497**	N.S.	N.S.	N.S.
S.D.	1.075	1.047	1.121	1.080								

\*\* Significant at .01 level.

mean response of 3.2, "very slightly disagree" that there is much favorable publicity in the community about the football program, while coaches in the won-lost range .71 - up had an average response of 2.0, "agree."

Analysis of responses to item 22 (Table 102), "Students display a great deal of pride in their football team," resulted in a highly significant F value. The Scheffe test showed the differences to lie between the following categories: category one: .00 - 30 won-lost record (mean response 3.7, "disagree") and category three: .51 - .70 won-lost record (mean response 2.1, "agree"); between category one: .00 - .30 (mean response 3.7, "disagree") and category four: .71-up (mean response 2.0, "agree"); between category two: .31 - .50 (mean response 3.0 "no opinion") and category three: .51 - .70 (mean response 2.1, "agree"); between category two: .31 - 50 (mean response 3.0, "no opinion") and category four: .71-up (mean response 2.0, "agree").

Items 24 and 25 were the last of the satisfying pressure items developed for use in identifying which pressures come from which segments of the community. They both proved to be nonsignificant when a comparison was made using the classification of the coach's winning percentage.

Next the echo respondents' choices for these same items were compared to the coaches' perceptions. Tables 103 through 112 summarize the tests for differences in responses to the satisfying pressure items used to identify which pressures come from which segments of the community.

Table 102. Summary of comparisons of coaches' responses (by coach's won-lost record) using analysis of variance. Item 22, "Students display a great deal of pride in their football team"

	<u>Winning Percentage</u>					<u>Scheffe Test</u>						
	1	2	3	4		F. Value	(1/2)	(1/3)	(1/4)	(2/3)	(2.4)	(3/4)
	.00- .30	.31- .50	.51- .70	.71- up	All							
Mean	3.7	3.0	2.1	2.0	2.7	18.093**	N.S.	1.606**	1.635**	.939**	.968**	N.S.
S.D.	1.038	1.078	.827	1.080								

\*\* Significant at the .01 level.



Items 2, 3, 4, 5, and 6 were tabled by the coach's record on pages 56 through 65, Tables 11 through 15. These items dealt with: "superiors recognize the efforts of head coach"; "superiors defend head coach"; "coach's work is praised"; "coach has good working relationship with superiors"; and "coach's ideas are accepted by superiors."

Item 7 (Table 103), "Head coach is given responsibility for the assistant coaches working under him," produced several significant response differences. Coaches from all record categories tended to respond midway between "agree" and "strongly agree." The athletic directors and board presidents from all record categories shared the coaches agreement with this item. Superintendents from Groups one and three felt even more strongly than did the coaches that the assistants were responsible to the head coach. The athletes in all but category one, where they agreed with the coaches, tended to agree with the item but not as strongly as had the coaches. The parents in Groups three and four followed this same pattern.

Responses to Item 9, "The football program receives the active support of the central office," resulted in several significant differences. Coaches from the four won-lost categories responded from "agree" to "some agreement." The athletic directors from Groups three and four were more strongly in agreement than were the coaches. This same position was shared by the superintendents from all categories and the board presidents from Group three. The athletes agreed in all classifications as did the parents except in Group two, where parents expressed slightly less agreement than the coaches.

Table 103. Summary of t tests for significant differences of coaches' and echo groups' responses (by won-lost record). Item 7, "The head coach is given responsibility for the assistant coaches working under him"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	1.8 1.4	.137	2.66	.013
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	1.6 1.3	-.166	2.46	.019
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			

Table 103. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	1.5 1.9	-.101	-2.10	.044
Coach Athlete	51-70	1.6 2.0	.206	-2.33	.026
Coach Athlete	71-up	1.6 1.9	.145	-2.34	.026
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	1.6 1.9	.031	-2.39	.023
Coach Parent	71-up	1.5 1.9	-.094	-2.55	.016

Table 104. Summary of t tests for significant differences of coaches' and echo groups' responses (by won-lost record). Item 9, "The football program receives the active support of the office"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	2.1 1.7	.447	3.46	.002
Coach Athletic Director	71-up	2.1 1.6	.081	2.47	.020
Coach Superintendent	4-30	2.4 1.6	.361	4.40	.000
Coach Superintendent	31-50	2.1 1.6	.402	2.37	.024
Coach Superintendent	51-70	2.1 1.6	.128	3.60	.001
Coach Superintendent	71-up	2.1 1.5	.193	3.26	.003
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	2.1 1.7	.294	3.46	.002
Coach Board President	71-up	NSD			

Table 104. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	2.1 2.5	.513	-2.46	.202
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

Item 16, "People in the community praise the coach during successful times," yielded a few significant differences. Coaches from all categories responded from "agree" to "some agreement." The coaches perception was supported by the athletic directors in all categories. The superintendents in Group three agreed more strongly with the item than did the coaches. This same position was taken by the board presidents in Groups one and four. Likewise, athletes in Group four and parents from Groups three and four were more sure that people in the community praised

the coach when he was successful than were the coaches from these groups (Table 105).

Table 105. Summary of t tests for significant differences of coaches' and echo groups' responses (by won-lost record). Item 16, "People in the community praise the coach during successful times"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	2.1 1.8	.206	2.97	.006
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	2.4 1.9	-.150	2.30	.030
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	2.0 1.6	.102	2.18	.037

Table 105. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	2.0 1.5	-.085	2.82	.009
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	2.1 1.7	.241	3.46	.002
Coach Parent	71-up	2.0 1.6	.224	2.11	.043

Item 17, "Coaches are well accepted in the community'," produced only a few differences in perceptions. The coaches responded from "agree" to "some agreement." The athletic directors tended to agree in all but category four where they more strongly agreed than did the coaches. The superintendents from Groups one, two and four took this same position. The board presidents and athletes in all won-lost categories supported their coaches views. The parents in Group four evidenced slightly more agreement than did the coaches concerning coaches acceptance in the

community (Table 106).

Table 106. Summary of t tests for significant differences of coaches' and echo groups' responses (by won-lost record). Item 17, "Coaches are well accepted in the community"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	2.1 1.8	.583	2.99	.006
Coach Superintendent	4-30	2.6 2.1	.520	2.38	.025
Coach Superintendent	31-50	2.0 1.7	.296	2.27	.031
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	2.1 1.8	.154	2.06	.048
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			



Table 106. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	2.1 1.8	.158	2.25	.032

Analysis of replies to item 18 (Table 107), "The coach was given credit by people in the community when the team was successful," afforded two significant differences. The mean coaches' response was slightly less than full agreement. This position was supported by all echos except the superintendents in Groups three and four where they were more sure than the coaches that credit was given the coach when the team was successful.

Analysis of data obtained from item 19.(Table 108), "The coach is

Table 107. Summary of t tests for significant differences of coaches' and echo groups' responses (by won-lost records). Item 18, "The coach was given credit by people in the community when the team was successful"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	2.3 1.9	.207	2.62	.013
Coach Superintendent	71-up	2.2 1.8	.402	2.96	.006
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			

Table 107. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

Table 108. Summary of t tests for significant differences of coaches' and echo groups' responses (by won-lost record). Item 19, "The coach is generally credited with helping to mold positive attitudes in his players by people in the community"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	2.6 2.2	.457	2.18	.039
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	2.3 1.9	.224	2.43	.021
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	2.6 2.1	.082	2.06	.050
Coach Board President	31-50	NSD			
Coach Board President	51-70	2.1 2.5	.119	-2.27	.030
Coach Board President	71-up	NSD			

Table 108. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	2.2 1.7	-.089	2.31	.028

generally credited with helping to mold positive attitudes in his players by people in the community," resulted in few significant differences. Coaches tended to respond from "agree" to "some agreement." Athletic directors in Group one and superintendents in Group two were slightly more sure that the coach was credited. The board presidents in category one were also more sure while those in category three were less sure than coaches on this item. The athletes in all categories shared the coaches' perceptions. The parents in Group four expressed more agreement with the statement than did the coaches in this group.

Responses to item 21 (Table 109), "There is much favorable publicity in the community about the football program" produced only one

Table 109. Summary of t tests for significant differences of coaches' and echo groups' responses (by won-lost record). Item 21, "There is much favorable publicity in the community about the football program"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	2.5 2.1	.347	2.22	.033
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			

Table 109. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

significant difference. The coaches responded from "agree" to "very slight disagree." Their perceptions were upheld by all respondents in all categories except the superintendents in Group three who were more sure than the coaches that much favorable football publicity existed.

Analysis of data from item 22 (Table 110), "Students display a great deal of pride in their football team" brought forth only a few significant differences. Coaches responses ranged from almost "disagree" to "agree." Athletic directors in Group four more strongly agreed

Table 110. Summary of t tests for significant differences of coaches' and echo groups' responses (by won-lost record). Item 22, "Students display a great deal of pride in their football team"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	2.0 1.6	.709	3.05	.005
Coach Superintendent	4-30	3.7 3.0	.094	2.59	.015
Coach Superintendent	31-50	3.0 2.3	.437	3.75	.001
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	3.0 2.2	.156	3.91	.000
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			



Table 110. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

with this item than did the coaches. The superintendents in Group one expressed "no opinion" while the coaches' mean approached "disagree." In Group two the coaches expressed "no opinion" while the superintendents tended to "agree" with the statement. The board presidents took the same positions that the superintendents in that group had taken. The athletes and parents from all categories "agreed" with the coaches perceptions.

Item 24 (Table 111), "The coach is generally looked up to by the team members," produced responses with only one significant difference.

Table 111. Summary of t tests of significant differences of coaches' and echo groups' responses (by won-lost record). Item 24, "The coach is generally looked up to by the team members"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	1.9 1.5	.221	3.46	.002
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			

Table 111. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

The coaches in all categories responded "agree" or stronger on this item. These views were supported by all echos with the exception of the superintendents in Group three, who were even more sure than the coaches that the coach was generally looked up to by the team.

Item 25 (Table 112), "The student body generally looks up to the coach" elicited only one significant difference. Coaches responded in the "agree" range on this item. Only the superintendents in Group three failed to perceive the statement as had their coaches. The

superintendents in this group more strongly agreed than the coaches.

Table 112. Summary of t tests for significant differences of coaches' and echo groups' responses (by won-lost record). Item 25, "The student body generally looks up to the coach"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	NSD			
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	NSD			
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	NSD			
Coach Superintendent	51-70	2.1 1.7	.100	3.24	.003
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	NSD			
Coach Board President	51-70	NSD			
Coach Board President	71-up	NSD			

Table 112. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	NSD			
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

Dissatisfying community pressures analyzed by years of coaching  
experience

The items developed to ascertain which pressures come from which segments of the community were analyzed to see if there were significant differences in the coaches' responses when classified by amount of coaching experience.

Eight dissatisfying pressure items were developed for this section:  
36, 37, 38, 39, 41, 42, 43, and 45.

Mean responses for items 36, 37, and 38 were all nonsignificant when analyzed after classification by coaches' experience. These items dealt with: "problems of intra-squad discipline" (mean response 3.7); "assistants are of little help to head coach" (mean response 4.2); "junior high and reserve coaching is inferior" (mean response 3.5).

Mean responses for item 39 (Table 113), were significant when coaching experience was used for three classifications: (1-4 years, 5-9 years, and 10-above). The analysis and the subsequent Scheffe test revealed that the significant difference lie between the first and third experience categories, i.e., coaches in the 1-4 year classification had a mean response of 1.9 "agree" that coaches are "second guessed" by people in the community to a great extent while coaches in the 10 year and above experience bracket had an average response of 2.5 "some agreement."

Items 41, 42, 43, and 45 all produced nonsignificant results using classification by the coach's experience. The items were concerned with: "pressure placed on family of the coach" (mean response 3.3); "tension develops in the coach during football" (mean response 2.1); "results expected beyond players capability" (mean response 2.7); "coach's wife and family dissatisfied with coaching demands" (mean response 3.4).

Next the echo respondents' choices for these same dissatisfying items are compared to the coaches' replies to validate the coaches' perceptions. Tables 114 through 117 summarize t tests for differences in responses to these items.

Table 113. Summary of comparisons of coaches' responses (by coach's won-lost record) using analysis of variance. Item 39, "Coaches are second guessed by people in the community to a great extent"

	<u>Experience in Years</u>					<u>Scheffe Test (classes)</u>		
	1 1-4	2 5-9	3 10-up	All	F Value	(1/2)	(1/3)	(2/3)
Mean	1.9	2.2	2.5	2.2	3.470*	N.S.	.583*	N.S.
S.D.	1.069	.905	1.109					

\*Significant at the .05 level.

Tabulation of replies to item 36, "coach experiences problems with intra-squad discipline," resulted in a coaches' mean response of 3.7 "disagree" while item 37, "assistant coaches are of little value to head coach," showed a mean response of 4.2, beyond "disagree." All respondents, in all categories, supported the coaches' position on these two items.

Item 38 (Table 114), "Coaching at the junior high and reserve levels is inferior," elicited few significant differences. Coaches tended to respond with "some disagreement" to this item. Athletic directors from Groups one and two were more sure that coaching at the junior high and reserve levels was not inferior than were the coaches. This same position was taken by superintendents in these two groups and by the board presidents in Group two. The athletes and parents in all categories agreed with the coaches on this item.

"Coaches are 'second guessed' by people in the community to a great extent," item 39 (Table 115) produced only three significant response differences. Coaches responded from "agree" to "some agreement." The athletic directors agreed with the coaches. The superintendents in Group one were not sure that second guessing was as prevalent as the coaches had perceived. Similarly, board presidents in Groups one and two were less emphatic than coaches in agreeing with this item. The athletes and parents in all experience categories supported the coaches' observations.

Returns for item 41 (Table 116), "There is considerable pressure placed on the family of the coach," resulted in only one significant



Table 114. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 38, "Coaching at the junior high and reserve levels is inferior"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	3.4 4.0	.353	-3.11	.003
Coach Athletic Director	5-9	3.4 3.8	.387	-2.16	.037
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	3.4 3.9	.114	-2.58	.013
Coach Superintendent	5-9	3.4 4.0	.095	-2.47	.018
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	NSD			
Coach Board President	5-9	3.4 3.9	.283	-2.52	.016
Coach Board President	10-up	NSD			
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	NSD			
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

Table 115. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 39, "Coaches are second guessed by people in the community to a great extent"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	1.9 2.3	.217	-2.08	.043
Coach Superintendent	5-9	NSD			
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	1.9 2.5	.208	-3.03	.004
Coach Board President	5-9	2.2 2.7	.282	-2.69	.011
Coach Board President	10-up	NSD			
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	NSD			
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

Table 116. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 41, "There is considerable pressure placed on the family of the coach"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	NSD			
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	3.5 3.1	.345	2.31	.025
Coach Board President	5-9	NSD			
Coach Board President	10-up	NSD			
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	NSD			
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

difference. The coaches' responses ranged from "no opinion" to "some disagreement." The perception of the coaches was upheld by the echos in all three experience categories with the lone exception of the board presidents in Group one. Board presidents in this group tended to respond "no opinion" while coaches expressed some disagreement with the item.

Returns for item 42 (Table 117), "A great deal of tension develops in the coach during the football season," produced only three significant differences. Coaches from all experience categories tended to respond "agree" to this item. This position was supported by all echos with the exception of the superintendents, board presidents and parents from Group one who generally responded "some agreement."

Item 43, "fans expect results beyond player capability," and item 45, "coach's wife and family are dissatisfied with the demands of coaching," produced no significant differences between echos' and coaches' responses. On item 43, coaches tended to respond with "very slight agreement." Item 45 saw coaches responding from "very slight disagreement" to "some disagreement."

#### Satisfying community pressures analyzed by years of coaching experience

Next satisfying pressures were considered. They were analyzed to see if significant differences existed in the coaches' responses when classified by experience into three categories: 1) 1-4 years; 2) 5-9 years; 3) 10-up.

Items 2, 3, and 4 were all nonsignificant by experience category.

Table 117. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 42, "A great deal of tension develops in the coach during the football season"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	2.0 2.4	-.137	-2.19	.033
Coach Superintendent	5-9	NSD			
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	2.0 2.5	.106	-2.81	.007
Coach Board President	5-9	NSD			
Coach Board President	10-up	NSD			
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	2.0 2.4	.018	-2.03	.049
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

These items dealt with: "superiors recognize efforts of head coach" (mean response 2.2); "superiors defend the head coach" (mean response 2.3); and "coach's work is praised" (mean response 2.5).

Item 5, "The coach has a good working relationship with his superiors" produced significant differences and is tabled on page 62, Table 14.

Replies to items 6, 7, and 9 were all nonsignificant after classification by coaches experience. The items were concerned with: "coach's ideas accepted by superiors" (mean response 2.1); "head coach responsible for assistants" (mean response 1.6); and "central office actively supports the football program" (mean response 2.2).

Item 16 (Table 118) "People in the community praise the coach during successful times," resulted in significant response differences. A significant F value resulted from the analysis and the Scheffe test revealed that the significant difference was between the first and second experience categories. Coaches in the 1-4 year classification had a mean response of 2.3 "some agreement" while coaches in the 5-9 year classification had an average response of 1.9 "agree."

Analysis of responses to item 17 (Table 119), "Coaches are well accepted in the community," resulted in a significant F value. Because the Scheffe test is not as powerful a test as the overall F test, it failed to indicate where the differences lie. Inspection of the means would seem to indicate the difference was between the first and second classifications. Coaches in Group one had a mean response of 2.5 "some agreement" while coaches in Group two had an average response of

Table 1.8. Summary of comparisons of coaches' responses (by coach's years of experience) using analysis of variance. Item 16, "People in the community praise the coach during successful times"

	Experience in Years			All	F Value	Scheffe Test (classes)		
	1 1-4	2 5-9	3 10-up			(1/2)	(1/3)	(2/3)
Mean	2.3	1.9	2.0	2.1	3.940*	.438*	N.S.	N.S.
S.D.	.859	.863	.577					

\*Significant at the .05 level.

Table 119. Summary of comparisons of coaches' responses (by coach's years of experience) using analysis of variance. Item 17, "Coaches are well accepted in the community"

	Experience in Years					Scheffe Test (classes)		
	1 1-4	2 5-9	3 10-up			(1/2)	(1/3)	(2/3)
Mean	2.5	2.1	2.1	2.2	3.533 <sup>*a</sup>	N.S.	N.S.	N.S.
S.D.	.967	.804	.677					

<sup>a</sup>The Scheffe test is not as powerful as the overall "F" test.

\*Significant at the .05 level.



## 2.1 "agree."

Mean responses to item 18, "Coach was given credit by people in the community when the team was successful," were not significant by experience. Most coaches responded 2.2 or "agree."

Item 19 (Table 120), "The coach is generally credited with helping to mold positive attitudes in his players by people in the community," resulted in a significant F value when the responses were analyzed. The Scheffe test revealed that the significant difference was between the first and third experience categories, i.e., coaches in the 1-4 years experience category had a mean response of 2.5 "some agreement" while coaches in the 10 years and above experience category had a mean response of 2.1 "agree."

Item 21 (Table 121), "There is much favorable publicity in the community about the football program," resulted in a significant F value. The Scheffe test revealed that the significant difference was between the first and third experience categories. Coaches in the 1-4 years experience category had a mean response of 2.9 "no opinion" while coaches in the 10 years and above experience category had a mean response of 2.2 "agree."

Results from items 24 and 25 were nonsignificant when responses were classified by coach's experience. These items dealt with: "the coach is generally looked up to by team members" (mean response 1.8, "agree"); "student body generally looks up to the coach" (mean response 2.1. "agree").

For validation the echo respondents choices for these same satisfying

Table 120. Summary of comparisons of coaches' responses (by coach's years of experience) using analysis of variance. Item 19, "The coach is generally credited with helping to mold positive attitudes in his players by people in the community"

	Experience in Years			All	F Value	Scheffe Test (classes)		
	1 1-4	2 5-9	3 10-up			(1/2)	(1/3)	(2/3)
Mean	2.5	2.3	2.1	2.3	3.492*	N.S.	.421*	N.S.
S.D.	.772	.781	.672					

\*Significant at the .05 level.

Table 121. Summary of comparisons of coaches' responses (by coach's years of experience) using analysis of variance. Item 21, "There is much favorable publicity in the community about the football program"

	Experience in Years					Scheffe Test (classes)		
	1	2	3			(1/2)	(1/3)	(2/3)
	1-4	5-9	10-up	All	F Value			
Mean	2.9	2.4	2.2	2.5	4.772*	N.S.	.717*	N.S.
S.D.	1.164	1.201	.939					

\* Significant at the .05 level.

pressure items, were compared to the coaches' perceptions. Tables 124 through 132 summarize t tests for differences in the responses to these items.

Analysis of responses to item 22 (Table 122), "Students display a great deal of pride in their football team," produced a highly significant F value and the subsequent Scheffe test revealed that the significant differences lie between the first and second categories and the first and third categories. The coaches in category one had a mean response of 3.1 "no opinion" while coaches with 5-9 years experience had a mean response of 2.5 "some agreement" and coaches of 10 years and above experience had an average response of 2.2 "agree."

Items 2, 3, 4, 5, and 6 were tabled previously on pages 56 - 65, Tables 11 - 15.

Item 7. (Table 123), "The head coach is given responsibility for the assistant coaches working under him," resulted in several significant response differences. Coaches from all experience categories tended to respond "agree" or stronger to this item. The athletic directors agreed with the coaches. The superintendents in Group one and three tended to "strongly agree" that the head coach was responsible for his assistants. Board presidents from Group two, although concurring, did not agree as fully as had the coaches. This same position was taken by the athletes in categories two and three and the parents in categories one and two, i.e., "agree," but not as strongly as the coaches.

Responses to item 9. (Table 124), "The football program receives the active support of the central office," showed several significant

Table 1.22. Summary of comparisons of coaches' responses (by coach's years of experience) using analysis of variance. Item 22, "Students display a great deal of pride in their football team"

	Experience in Years					Scheffe Test (classes)		
	1	2	3			(1/2)	(1/3)	(2/3)
	1-4	5-9	10-up	All	F Value			
Mean	3.1	2.5	2.2	2.6	8.571*	.620*	.996*	N.S.
S.D.	1.185	1.202	1.027					

\*Significant at the .05 level.

Table 123. Summary of t tests for significant differences of coaches' and echo groups' responses (by years of experience). Item 7, "The head coach is given responsibility for the assistant coaches working under him"

Respondents	Years Experience	Mean	r	t	Sig.
Coach	1-4	NSD			
Athletic Director					
Coach	5-9	NSD			
Athletic Director					
Coach	10-up	NSD			
Athletic Director					
Coach	1-4	1.7			
Superintendent		1.4	.108	2.16	.036
Coach	5-9	NSD			
Superintendent					
Coach	10-up	1.7			
Superintendent		1.3	.208	2.82	.008
Coach	1-4	NSD			
Board President					
Coach	5-9	1.5			
Board President		1.9	.097	-2.43	.020
Coach	10-up	NSD			
Board President					
Coach	1-4	NSD			
Athlete					
Coach	5-9	1.5			
Athlete		1.9	.063	-2.98	.005
Coach	10-up	1.7			
Athlete		2.1	.197	-2.89	.006
Coach	1-4	1.7			
Parent		2.0	.280	-2.07	.044
Coach	5-9	1.5			
Parent		1.9	-.045	-3.20	.003
Coach	10-up	NSD			
Parent					

Table 124. Summary of t tests for significant differences of coaches' and echo groups' responses (by years of experience). Item 9, "The football program receives the active support of the central office"

Respondents	Years Experience	Mean	r	t	Sig.
Coach	1-4	2.0			
Athletic Director		1.6	.054	2.74	.009
Coach	5-9	2.3			
Athletic Director		1.8	.287	2.97	.005
Coach	10-up	2.2			
Athletic Director		1.7	.215	3.37	.002
Coach	1-4	2.2			
Superintendent		1.7	.215	3.37	.002
Coach	5-9	2.0			
Superintendent		1.4	.260	4.36	.000
Coach	10-up	2.3			
Superintendent		1.6	.323	4.04	.000
Coach	1-4	NSD			
Board President					
Coach	5-9	NSD			
Board President					
Coach	10-up	2.3			
Board President		1.8	.283	3.04	.004
Coach	1-4	NSD			
Athlete					
Coach	5-9	NSD			
Athlete					
Coach	10-up	NSD			
Athlete					
Coach	1-4	NSD			
Parent					
Coach	5-9	NSD			
Parent					
Coach	10-up	NSD			
Parent					

differences. Coaches from all experience groups tended to respond "agree." The athletic directors in all groups more strongly agreed with this item. This same response was indicated by the superintendents in all categories and the board presidents in Group three. The athletes and parents from all experience groups agreed with the coaches' perception.

Analysis of data for item 16 (Table 125), "People in the community praise the coach during successful times," resulted in only a few significant differences. Coaches with varying amounts of experience tended to respond "agree." The athletic directors and superintendents in all categories supported the position taken by the coaches. The board presidents in Group one, athletes in Groups one and three, and parents in Group one all were more sure than were the coaches that people in the community praised the coach during successful times.

Responses to item 17 (Table 126), "Coaches are well accepted in the community," produced only three significant differences. Coaches responded from "agree" to "some agreement" in the three experience categories. The athletic directors agreed with the coaches. The superintendents in Group one and two agreed more strongly than the coaches. The board presidents in Group one also took the same position as the superintendents. The athletes and parents joined the athletic directors in agreeing with the coaches' perceptions on this item.

Analysis of replies to item 18 (Table 127), "The coach was given credit by people in the community when the team was successful," produced very few significant differences. The coaches responded "agree" or



Table 125. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 16, "People in the community praise the coach during successful times"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	NSD			
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	2.3 1.9	.056	3.36	.002
Coach Board President	5-9	NSD			
Coach Board President	10-up	NSD			
Coach Athlete	1-4	2.3 1.9	.000	2.35	.022
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	2.0 1.5	.033	3.43	.001
Coach Parent	1-4	2.3 1.9	.244	2.83	.007
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

Table 126. Summary of t tests for significant differences of coaches and echo groups responses (by experience). Item 17, "Coaches are well accepted in the community"

Respondents	Years Experience	Mean	r	t	Sig.
Coach	1-4	NSD			
Athletic Director					
Coach	5-9	NSD			
Athletic Director					
Coach	10-up	NSD			
Athletic Director					
Coach	1-4	2.5	.418	3.45	.001
Superintendent		2.0			
Coach	5-9	2.1	.365	2.41	.021
Superintendent		1.7			
Coach	10-up	NSD			
Superintendent					
Coach	1-4	2.5	-.003	3.12	.003
Board President		2.0			
Coach	5-9	NSD			
Board President					
Coach	10-up	NSD			
Board President					
Coach	1-4	NSD			
Athlete					
Coach	5-9	NSD			
Athlete					
Coach	10-up	NSD			
Athlete					
Coach	1-4	NSD			
Parent					
Coach	5-9	NSD			
Parent					
Coach	10-up	NSD			
Parent					

Table 127. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 18, "The coach was given credit by people in the community when the team was successful"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	2.4 2.0	.286	2.57	.014
Coach Superintendent	5-9	2.2 1.7	.332	3.09	.004
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	2.4 2.0	.022	2.35	.023
Coach Board President	5-9	NSD			
Coach Board President	10-up	NSD			
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	NSD			
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

slightly stronger. The athletic directors, athletes and parents in all experience categories took the same position as the coaches. The superintendents in Groups one and two and the board presidents from Group one were more sure than the coaches that people in the community credited the coach when the team was successful.

Item 19 (Table 128), "The coach is generally credited with helping to mold positive attitudes in his players by people in the community," provided only three significant response differences. Responses of coaches were from "agree" to "some agreement." The athletic directors in Group one, superintendents in Group two and board presidents in Group one all expressed more agreement with the item than that shown by the coaches. The athletes and parents in all categories supported the coaches' response to this statement.

Only two significant differences were produced from responses to item 21 (Table 129), "There is much favorable publicity in the community about the football program." The coaches from all experience groups responded from "no opinion" to "agree." The athletic directors, athletes, and parents in all groups agreed with the coaches' perceptions on this item. The superintendents in Group two and board presidents from Group one both expressed more agreement with the item than that indicated by the coaches.

Replies to item 22 (Table 130), "Students display a great deal of pride in their football team," resulted in a few significant differences. Coaches responded from "no opinion" to "agree." Athletic directors and

Table 128. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 19, "The coach is generally credited with helping to mold positive attitudes in his players by people in the community"

Respondents	Years Experience	Mean	r	t	Sig.
Coach	1-4	2.5	.438	2.21	.032
Athletic Director		2.3			
Coach	5-9	NSD	.276	2.90	.006
Athletic Director					
Coach	10-up	NSD			
Athletic Director					
Coach	1-4	NSD	.207	2.67	.010
Superintendent					
Coach	5-9	2.3			
Superintendent		1.9			
Coach	10-up	NSD			
Superintendent					
Coach	1-4	2.5	.207	2.67	.010
Board President		2.1			
Coach	5-9	NSD			
Board President					
Coach	10-up	NSD			
Board President					
Coach	1-4	NSD			
Athlete					
Coach	5-9	NSD			
Athlete					
Coach	10-up	NSD			
Athlete					
Coach	1-4	NSD			
Parent					
Coach	5-9	NSD			
Parent					
Coach	10-up	NSD			
Parent					

Table 129. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 21, "There is much favorable publicity in the community about the football program"

Respondents	Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	2.4 2.0	.515	2.91	.006
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	2.9 2.4	.158	2.45	.018
Coach Board President	5-9	NSD			
Coach Board President	10-up	NSD			
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	NSD			
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

Table 130. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 22, "Students display a great deal of pride in their football team"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	3.1 2.5	.433	3.68	.001
Coach Superintendent	5-9	2.5 2.0	.344	2.78	.008
Coach Superintendent	10-up	NSD			
Coach Board President	1-4	3.1 2.6	.397	2.80	.007
Coach Board President	5-9	NSD			
Coach Board President	10-up	NSD			
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	3.1 2.5	.270	2.89	.006
Coach Parent	5-9	2.5 1.9	.287	3.12	.004
Coach Parent	10-up	NSD			

athletes supported the coaches' perceptions. The superintendents in Group one and two and board presidents from Group one indicated more support for the item than that shown by the coaches responses. The parents in Groups one and two joined the superintendents from those two groups in expressing more agreement than that expressed by the coaches.

Item 24 (Table 131), "The coach is generally looked up to by the team members," resulted in two significant differences. Coaches from all categories tended to respond "agree." This assessment was supported by the athletic directors, board presidents, athletes, and parents. Only the superintendents in Groups two and three demurred. They were more sure than the coaches that team members looked up to the coach.

Examination of item 25 (Table 132), "The student body generally looks up to the coach," revealed very few significant differences. Coaches "agreed" that they were respected. The athletic directors, board presidents and athletes from all groups shared the position taken by the coaches. The superintendents in Groups two and three and parents in Group one all were more positive than the coaches that students tended to look up to the coaches.

#### Community segments identified as likely to be negative

In addition to the structured items intended to serve as questions pertaining to pressure, two items were included which were open-ended. They were number 47, "When considering pressure on your coach, which segment of the community is most likely to be negative?" and number 48, "Is there anything else that provides a negative or positive pressure



Table 131. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 24, "The coach is generally looked up to by the team members"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	1.7 1.4	.050	2.57	.014
Coach Superintendent	10-up	1.9 1.6	.000	2.32	.026
Coach Board President	1-4	NSD			
Coach Board President	5-9	NSD			
Coach Board President	10-up	NSD			
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	NSD			
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

Table 132. Summary of t tests for significant differences of coaches' and echo groups' responses (by experience). Item 25, "The student body generally looks up to the coach"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	NSD			
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	1.9 1.6	.150	2.32	.026
Coach Superintendent	10-up	2.1 1.8	.057	2.58	.014
Coach Board President	1-4	NSD			
Coach Board President	5-9	NSD			
Coach Board President	10-up	NSD			
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	2.2 1.8	.252	3.68	.001
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

on the coach that we have left out?"

Table 133 contains the distribution of responses to item 47 by all coaches and by all echo respondents. The table presents the number of respondents choosing each segment of the community, the percentage this number represents and the rankings by the coach and the other echos. The coaches and all other echo groups indicated that parents were the most likely segment of the community to be negative. The category "other" was the second choice. The responses most often indicated in the "other" category were "downtown quarterbacks," "drug-store quarterbacks," "monday morning quarterbacks," "businessmen," "main street coaches," and "nonfootball playing students." "Booster clubs" was the third most prevalent response among all those responding (11.9), as well as with the coaches alone. Local news media ranked fourth for all respondents and tied for fourth when coaches alone were considered. (The coaches ranked local news media and faculty the same, tied for fourth). The school board (3.1%) ranked sixth for coaches and fifth for all respondents. The administration was the seventh place choice for both coaches (3.1) and all respondents' groups together (3.0%).

Coaches picked players (1.6%) next, then coaching colleagues (1.6%), and chose family last (0.8%), while all respondents chose family eighth (2.1%), players ninth (1.8%), and coaching colleagues last (1.4%).

The similarity of the respondents choices is generally evident. One item of difference that stands out is the way superintendents view the school board (0.8%) when compared to the athletes perceptions viz., 7.8 percent thought the school board was most likely to be negative.

Table 133. Item 47, "When considering pressures on your coach, which segment of the community is most likely to be negative?"

Segment of Community	Coaches			Athletic Directors			Superintendents		
	No.	%	R <sup>a</sup>	No.	%	R	No.	%	R
Booster Club	13	10.1	3	19	14.7	2	19	14.7	3
Parents	54	41.9	1	63	48.8	1	54	41.9	1
Faculty	9	7.0	4	5	3.9	4	3	2.3	6
Administration	3	2.3	7	3	2.3	7	2	1.6	7
School Board	4	3.1	6	5	3.9	4	1	0.8	9
Local News Media	9	7.0	4	4	3.1	6	5	3.9	4
Players	2	1.6	8	3	2.3	7	0	0.0	10
Family	1	0.8	10	3	2.3	7	2	1.6	7
Coaching Colleagues	2	1.6	8	0	0.0	10	4	3.1	5
Other	25	19.4	2	17	13.2	3	21	16.3	2
Missing Observations	7	5.4		7	5.4		18	14.0	
Total	129	100.0		129	100.0		129	100.0	

<sup>a</sup>R = rankings.

Board Presidents			Athletes			Parents			All		
No.	%	R	No.	%	R	No.	%	R	No.	%	R
21	16.3	2	7	5.4	4	9	7.0	4	88	11.4	3
56	43.4	1	46	35.7	1	60	46.5	1	333	43.0	1
2	1.6	6	5	3.9	8	5	3.9	6	29	3.7	6
2	1.6	6	7	5.4	4	6	4.7	5	23	3.0	7
6	4.7	4	10	7.8	3	4	3.1	7	30	3.9	5
6	4.7	4	7	5.4	4	10	7.8	3	41	5.3	4
1	0.8	10	4	3.1	9	4	3.1	7	14	1.8	9
2	1.6	6	7	5.4	4	1	0.8	9	16	2.1	8
2	1.6	6	3	2.3	10	0	0.0	10	11	1.4	10
21	16.3	2	31	24.0	2	21	16.3	2	136	17.6	2
10	7.8		2	1.6		9	7.0		53	6.8	
120	100.0		120	100.0		129	100.0		774	100.0	

### Pressures From Within

Items 8 and 23 were used to determine whether pressure comes from within the coach as a result of his great desire to win as opposed to outside pressure.

Analysis of variance and t tests were used to analyze the responses classified by school size, won-lost record, and coaching experience.

Mean responses to item 8. (Table 134), "The coach creates most of his own pressure in his desire to be successful," were all nonsignificant when categorized by school size, won-lost record and experience. The coaches' mean response on this item was 2.4 "some agreement."

Analysis of item 23 (Table 135), "The coach receives a great deal of personal satisfaction from working with the young men," revealed no significant differences in coaches' responses by school size or by coaching experience (mean response 1.3).

A significant F value resulted from the analysis when the coaches' responses to item 23 were classified by the coach's won-lost record. The Scheffe test revealed that the significant differences lie between the first and second and first and fourth categories, i.e., coaches in the .00 - .30 won-lost category had a mean response of 1.6, "considerable agreement," while coaches in the .31 - .50 won-lost category had an average response of 1.2, "strongly agree" and those coaches in the .71 - up category also had a mean response of 1.2 "strongly agree."

Item 23 (Table 136), "The coach receives a great deal of personal satisfaction from working with the young men," resulted in numerous

Table 134. Summary of t tests for significant differences in coaches' and echo respondents' (by high school size). Item 8, "The coach creates most of his own pressure in his desire to be successful"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	NSD			
Coach Athletic Director	2A	2.5 3.0	.363	-2.58	.015
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	NSD			
Coach Superintendent	2A	NSD			
Coach Superintendent	3A	NSD			
Coach Superintendent	4A	NSD			
Coach Board President	1A	2.3 3.0	.269	-3.69	.001
Coach Board President	2A	NSD			
Coach Board President	3A	NSD			
Coach Board President	4A	NSD			

Table 134. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	NSD			
Coach Athlete	3A	NSD			
Coach Athlete	4A	NSD			
Coach Parent	1A	NSD			
Coach Parent	2A	NSD			
Coach Parent	3A	2.4 3.0	.190	-2.55	.017
Coach Parent	4A	NSD			

significant differences. Coaches responded from "considerable agreement" to "strong agreement." Athletic directors from 1A and 2A sized schools agreed with the item but not as strongly as the coaches. This same position was taken by the superintendents and board presidents in all classifications, in that they were not in as strong agreement with this item as were the coaches. The athletes in 2A and 3A schools and parents in 1A and 2A schools also tended to agree with the perception of the superintendents and board presidents.



Table 135. Summary of comparisons of coaches' responses (by coach's won-lost record) using analysis of variance. Item 23, "The coach receives a great deal of personal satisfaction from working with the young men"

	Winning Percentage						Scheffe Test (classes)					
	1	2	3	4			(1/2)	(1/3)	(1/4)	(2/3)	(2/4)	(3/4)
	.00- .30	.31- .50	.51- .70	.71- up	All	F Value						
Mean	1.6	1.2	1.3	1.2	1.3	3.950*	.400*	N.S.	.395*	N.S.	N.S.	N.S.
S.D.	.698	.448	.374									

\* Significant at the .05 level.

Table 136. Summary of t tests for significant differences in coaches and echo respondents (by high school size). Item 23, "The coach receives a great deal of personal satisfaction from working with the young men"

Respondents	Size	Mean	r	t	Sig.
Coach Athletic Director	1A	1.4 1.8	.257	-3.65	.001
Coach Athletic Director	2A	1.3 1.7	.247	-3.51	.001
Coach Athletic Director	3A	NSD			
Coach Athletic Director	4A	NSD			
Coach Superintendent	1A	1.4 1.7	.062	-2.37	.022
Coach Superintendent	2A	1.3 1.7	.554	-4.28	.000
Coach Superintendent	3A	1.3 1.6	.090	-2.80	.010
Coach Superintendent	4A	1.1 1.7	-.243	-2.31	.040
Coach Board President	1A	1.4 1.9	.064	-4.04	.000
Coach Board President	2A	1.3 1.9	.245	-4.83	.000
Coach Board President	3A	1.3 1.9	.239	-4.76	.000
Coach Board President	4A	1.1 2.1	.557	-3.95	.002

Table 136. (Continued)

Respondents	Size	Mean	r	t	Sig.
Coach Athlete	1A	NSD			
Coach Athlete	2A	1.3 1.7	.539	-4.43	.000
Coach Athlete	3A	1.3 1.6	.315	-2.53	.018
Coach Athlete	4A	NSD			
Coach Parent	1A	1.4 1.8	.011	-2.91	.005
Coach Parent	2A	1.3 1.7	.183	-2.67	.011
Coach Parent	3A	NSD			
Coach Parent	4A	NSD			

Item 8, "the coach creates most of his own pressure," produced only a few significant differences. Coaches from all size categories tended to respond "some agreement." Athletic directors from the 2A schools, board presidents from 1A schools and parents from 3A schools all tended to respond "no opinion." All of the other echo respondents supported the perception of the coaches, that of "some agreement" that coaches create most of their own pressures.

Item 8, (Table 137), "the coach creates most of his own pressure," resulted in several significant differences when echo responses were

Table 137. Summary of t tests for significant differences in coaches' and echo respondents' responses (by won-lost record). Item 8, "The coach creates most of his own pressure in his desire to be successful"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athletic Director	4-30	NSD			
Coach Athletic Director	31-50	2.3 2.7	.576	-2.71	.011
Coach Athletic Director	51-70	NSD			
Coach Athletic Director	71-up	2.2 2.7	.37	-2.33	.027
Coach Superintendent	4-30	NSD			
Coach Superintendent	31-50	2.3 2.8	-.024	-2.34	.026
Coach Superintendent	51-70	NSD			
Coach Superintendent	71-up	NSD			
Coach Board President	4-30	NSD			
Coach Board President	31-50	2.3 3.0	.044	-3.07	.004
Coach Board President	51-70	NSD			
Coach Board President	71-up	2.2 2.8	.119	-2.39	.024

Table 137. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	2.3 2.8	.172	-2.22	.034
Coach Athlete	51-70	NSD			
Coach Athlete	71-up	NSD			
Coach Parent	4-30	NSD			
Coach Parent	31-50	NSD			
Coach Parent	51-70	NSD			
Coach Parent	71-up	NSD			

compared by the coach's won-lost record. As noted in Table 137, coaches from all record categories tended to respond from "agree" to "very slight agreement." Athletic directors in the second and fourth record categories were less positive on this item than were the coaches. The superintendents in Group two agreed with the athletic directors. Board presidents in Groups two and four also were less sure than the coaches that most of the pressure was self-induced. The athletes in category two supported the board presidents' views. The parents in all categories tended to

agree with the coaches.

Item 23. (Table 138), "The coach receives a great deal of personal satisfaction from working with the young men," produced several

Table 138. Summary of t tests for significant differences in coaches' and echo respondents' responses (by won-lost record). Item 23, "The coach receives a great deal of personal satisfaction working with the young men"

Respondents	Winning Percent	Mean	r	t	Sig.
Coach	4-30	1.6			
Athletic Director		2.0	.402	-2.38	.025
Coach	31-50	1.2			
Athletic Director		1.6	.103	-3.69	.001
Coach	51-70	1.3			
Athletic Director		1.8	.182	-3.34	.002
Coach	71-up	NSD			
Athletic Director					
Coach	4-30	NSD			
Superintendent					
Coach	31-50	1.2			
Superintendent		1.8	.213	-4.71	.000
Coach	51-70	1.3			
Superintendent		1.6	.299	-2.73	.010
Coach	71-up	1.2			
Superintendent		1.6	-.154	-3.28	.003
Coach	4-30	1.6			
Board President		2.0	.172	-2.13	.043
Coach	31-50	1.2			
Board President		1.7	.056	-4.76	.000
Coach	51-70	1.3			
Board President		2.0	.306	-5.21	.000
Coach	71-up	1.2			
Board President		1.9	-.083	-5.10	.000

Table 138. (Continued)

Respondents	Winning Percent	Mean	r	t	Sig.
Coach Athlete	4-30	NSD			
Coach Athlete	31-50	1.2 1.4	.639	-3.21	.003
Coach Athlete	51-70	1.3 1.6	.572	-3.03	.005
Coach Athlete	71-up	1.2 1.5	.055	-2.62	.014
Coach Parent	4-30	NSD			
Coach Parent	31-50	1.2 1.6	.003	-3.09	.004
Coach Parent	51-70	1.3 1.7	.437	-2.81	.008
Coach Parent	71-up	1.2 1.5	-.225	-2.48	.019

significant differences. Coaches from all record categories tended to respond from "considerable agreement" to "strongly agree." The athletic directors in Groups one, two, and three expressed less agreement with the item than that shown by the coaches. This same pattern of response was repeated in all other categories and by the other echo groups except the superintendents, athletes and parents from the lowest won-lost category, where they tended to "agree" with the coaches perceptions.

Item 8 (Table 139), "The coach creates most his own pressure in his desire to be successful" resulted in only three significant

Table 139. Summary of t tests for significant differences in coaches' and echo respondents' responses (by experience). Item 8, "The coach creates most of his own pressure in his desire to be successful"

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athletic Director	1-4	NSD			
Coach Athletic Director	5-9	2.4 2.9	.413	-2.44	.020
Coach Athletic Director	10-up	NSD			
Coach Superintendent	1-4	NSD			
Coach Superintendent	5-9	NSD			
Coach Superintendent	10-up	2.1 2.8	.119	-3.53	.001
Coach Board President	1-4	NSD			
Coach Board President	5-9	NSD			
Coach Board President	10-up	2.1 2.8	-.085	-3.06	.004



Table 139. (Continued)

Respondents	Years Experience	Mean	r	t	Sig.
Coach Athlete	1-4	NSD			
Coach Athlete	5-9	NSD			
Coach Athlete	10-up	NSD			
Coach Parent	1-4	NSD			
Coach Parent	5-9	NSD			
Coach Parent	10-up	NSD			

differences when echo responses were compared to the coaches' responses, classified by years of experience. Coaches responded from "some agreement" to "agree." Athletic directors in Group two tended toward "no opinion." The superintendents and board presidents from Group three were less sure than the coaches that the pressures were created mostly from within the coach. The athletes and parents in all categories of experience tended to support the position taken by the coaches.

Item 23 (Table 140), "The coach receives a great deal of personal satisfaction from working with the young men" resulted in numerous significant differences. Coaches from all experience categories responded from "considerable agreement" to "strongly agree." The athletic

Table 140. Summary of t tests for significant differences in coaches' and echo respondents' responses (by experience). Item 23, "The coach receives a great deal of personal satisfaction from working with the young men"

Respondents	Years		r	t	Sig.
	Experience	Mean			
Coach	1-4	1.4	.360	-3.35	.002
Athletic Director		1.8			
Coach	5-9	1.3	.090	-2.83	.007
Athletic Director		1.6			
Coach	10-up	1.2	.161	-3.44	.001
Athletic Director		1.6			
Coach	1-4	1.4	.253	-2.93	.005
Superintendent		1.8			
Coach	5-9	NSD			
Superintendent					
Coach	10-up	1.2			
Superintendent		1.7	.181	-5.02	.000
Coach	1-4	1.4	.141	-4.13	.000
Board President		2.0			
Coach	5-9	1.3	-.038	-4.32	.000
Board President		1.8			
Coach	10-up	1.2	.264	-5.59	.000
Board President		1.9			
Coach	1-4	NSD			
Athlete					
Coach	5-9	1.3			
Athlete		1.6	.285	-2.77	.009
Coach	10-up	1.2	.507	-4.05	.000
Athlete		1.6			
Coach	1-4	NSD			
Parent					
Coach	5-9	1.3			
Parent		1.5	-.029	-2.24	.031
Coach	10-up	1.2	.309	-4.27	.000
Parent		1.7			

directors in all groups were less sure than the coaches on this item. The superintendents in Groups one and three, and board presidents in all groups agreed with the athletic directors. The athletes and parents in Groups two and three were also less sure than were the coaches on this item.

### Open-Ended Responses Identifying Pressures

To guard against overlooking an important pressure on coaches an open-ended question was provided. Item 48, "Is there anything else that provides a negative or positive pressure on the coach that we have left out?" Responses were classified and tallied manually. The five most frequently listed responses have been presented in the following sections. The responses were grouped together where the actual wording may have varied but the overall intent seemed to be the same. The number responding to an item is in parentheses following the statement. As can be seen, most respondents answered "none" or left the item blank.

#### Coaches

One hundred forty-four coaches responded to this item with 109. answering "none" or leaving the item blank (75.7 percent). The most frequent response centered around parents and/or other people in the community viewing their favorite athletes who were not starting as being as good as or better than other team members who were starters, regardless of the skill, native ability or desire shown by the individual athlete (6). Next most mentioned by coaches was the success or failure

of the school's other teams or a concentration of interest by people in the community on one sport such as girls basketball (5). Four coaches mentioned state playoffs, conference championships and winning traditions as pressure items (2). Next, coaches mentioned that athletes today did not train as well or have the "good" attitudes they did a few years ago (2).

#### Athletic directors

Of 156 athletic directors, 127 responded "none" or left the additional pressure item blank (81.4 percent). The five most frequent responses among the 29 replies were: The level of competition that the team had to compete against (6); the coach's pressure was self-inflicted (4); downtown quarterbacks and fans who are not parents of players (4); drinking and overall affluency of our society (3); how the coach is perceived by his players, officials and fans (3); others (9).

#### Superintendents

The bulk of the 146 superintendents responding, 122 responded "none" or left it blank (83.6 percent). The five most frequent responses among the 24 who replied were: Fans, alumni and former football players expect results beyond the capability of the players available (6); the coach's behavior and general conduct in the community (5); the previous record of the school as compared to the record with the present coach (4); student body attitude toward athletics and school (3); the pressures for the most part come from within the coach himself (3); others (3).

### Board presidents

One hundred twenty board presidents responded, with 102 indicating no additional negative or positive pressures (85 percent). The five most frequent responses among the 18 who responded were: Fans and spectators who lack knowledge of the game (3); no winning seasons (3); after school conduct of players and lack of pride in their accomplishments (2); football playoffs and rankings (2); being smallest team in conference and lacking material (2); others (6).

### Athletes

One hundred thirty-seven athletes responded to this item with 90 answering "none" or leaving it blank. The five most frequent responses among the 47 who responded were: The pressure to win placed upon the coach by fans and people in the community (12). Nearly as often mentioned were fans, players, ex-players and people in the community in general telling the coach what to do or criticizing his use of talent, type of offense he runs, or his overall handling of the team (11). The student body and community in general either has a negative attitude toward football or have developed a "losing attitude" (6). Personal problems of the coach, ranging from not having enough money to support his family to his personal relationship with others outside of school (6). Players use of beer and breaking of training rules (3). Others (9).

### Parents

One hundred twenty-five parents responded, with 93 (74.4 percent) indicating no additional negative or positive pressures. The five most frequently mentioned responses were: Parents of players who are not playing criticize the coach (7). Problems associated with being the smallest school in the conference or football being a relatively new sport in the community (7). Getting the boys to "come out" for football (4). Problems associated with training rules both for those who participate and for those who do not because they don't want to train (3). Too much emphasis on winning in sports at all levels of competition (3).

### Leadership Personality and Coaching

The Leadership Opinion Questionnaire (L.O.Q.) was used to determine the relationship of a coach's leadership personality to the pressures he perceives and his coaching success classified by record, school size, and coaching experience.

It should be remembered that Fleishman's L.O.Q. yields two scores: Consideration (c), which reflects the extent to which an individual is likely to have job relationships with his subordinates characterized by mutual trust, respect for their ideas, consideration for their feelings, and a certain warmth between himself and them, and Structure (s) which reflects the extent to which an individual is likely to define and structure his own role and those of his subordinates toward goal

attainment. A high (s) score characterizes individuals who play a very active role in directing group activities and a low (s) score characterizes individuals who are likely to be relatively inactive in giving directions. A high (c) score indicates a climate of good rapport and two-way communication, while a low (c) score indicates the individual is likely to be more impersonal in his relations with group members. Generally, it is held by Fleishman and other researchers that it is desirable for leaders to be high in both areas. The maximum possible score for either scale is 80. However scores generally range from 30 to 70.

Coaches had a mean consideration score of 58.5 well above their average structure score, 44.9. This fits the general pattern of educational graduate students tested at Iowa State University over the past five years. Even experienced school administrators tend to be high on consideration and low on structure.

When L.O.Q. scores were classified by size of school the mean consideration score was approximately 56 in the largest schools to 59.5 in the smallest, while scores for structure averaged 40 in the largest and 46.5 in the next to the largest. There was a significant F value for the consideration scale but the subsequent Scheffe test failed to indicate where the significant difference lay because the Scheffe test is not as powerful as the ANOV statistical test. Inspection of the means would indicate that the significant difference lay between the mean scores of coaches from the smallest and the mean scores of the coaches from the largest category (Table 141). The coaches from small schools were more considerate.

Table 141. Summary of comparisons of coaches' leadership opinion questionnaire scores (by size of school) using analysis of variance

Scale	Size 1	Size 2	Size 3	Size 4
Consideration	$\bar{x} = 59.491$ $s = 4.370$	$\bar{x} = 57.457$ $4.730$	$\bar{x} = 59.259$ $4.848$	$\bar{x} = 56.077$ $5.545$
Structure	$\bar{x} = 45.038$ $s = 6.762$	$\bar{x} = 45.314$ $7.467$	$\bar{x} = 46.481$ $4.560$	$\bar{x} = 40.385$ $7.411$

<sup>a</sup>Scheffe is not as powerful as ANOV.

\*Significant at the .05 level.



Overall	F Value	Scheffe Test (classes)				
		1/2	1/3	1/4	2/3	3/4
$\bar{x} = 58.539$ 4.640	2.748*	N.S. <sup>a</sup>	N.S.	N.S.	N.S.	N.S.
$\bar{x} = 44.945$ 6.565	2.5624	N.S.	N.S.	N.S.	N.S.	N.S.

There was no significant difference on either scale when coaches' L.O.Q. scores were compared by coach's records (Table 142). When the scores were classified by coaching experience, again, no significant differences were found (Table 143).

#### Perceptions of Pressure and Won-Lost Record

Throughout this investigation it has been reasoned that positive and negative pressures contribute to a coach's overall feeling of satisfaction or dissatisfaction. An all inclusive question was used to gauge this feeling.

Item 46, (Table 144) asked, "When all things are considered looking back on my career to this point, I would describe my satisfaction (S)/dissatisfaction (D) as: Satisfied, dissatisfied or undecided." Next the respondent was asked to indicate the degree of satisfaction-dissatisfaction by checking 1) very little, little, some, much, or great. Dissatisfaction scores were then computed which ranged from 0 for "great dissatisfaction," to 4 for "very little dissatisfaction." A score of 5 indicated undecided while satisfaction scores ranged from 6 "very little satisfaction" to 10 "great satisfaction."

It was anticipated that satisfaction would be greatest in larger schools, however, responses to item 46 were nonsignificant when grouped by size of school. The mean response was 8.8 "much satisfaction."

When the coaches' responses to this item were classified by the coach's won-lost record, a highly significant F value resulted from the

Table 142. Summary of comparisons of coaches' leadership opinion questionnaire scores (by won-lost record) using analysis of variance

Scale	Winning Percent			
	.04 - 30	.31 - 50	.51 - .69	.70 - .96
Consideration	$\bar{x} = 59.519$ $s = 4.527$	$\bar{x} = 57.406$ $s = 4.471$	$\bar{x} = 58.364$ $s = 3.839$	$\bar{x} = 8.645$ $s = 5.037$
Structure	$\bar{x} = 43.111$ $s = 7.089$	$\bar{x} = 46.094$ $s = 7.731$	$\bar{x} = 45.242$ $s = 6.057$	$\bar{x} = 45.290$ $s = 6.553$

---

Overall	F Value	Scheffe Test					
		1/2	1/3	1/4	2/3	2/4	3/4
$\bar{x} = 58.439$ $s = 4.422$	1.1173	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
$\bar{x} = 45.008$ $s = 6.788$	0.9830	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.

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Table 143. Summary of comparisons of coaches' leadership opinion questionnaire scores (by years of experience) using analysis of variance

Scale	0 - 4 Years	5 - 9 Years	10 - up Years	Overall
Consideration	$\bar{x} = 59.146$ $s = 5.653$	$\bar{x} = 58.658$ $s = 4.193$	$\bar{x} = 57.775$ $s = 4.016$	$\bar{x} = 58.5635$ $s = 4.717$
Structure	$\bar{x} = 44.208$ $s = 7.497$	$\bar{x} = 45.842$ $s = 6.487$	$\bar{x} = 45.325$ $s = 6.141$	$\bar{x} = 45.056$ $s = 6.735$

---

F Value	Scheffe Test		
	1/2	1/3	2/3
0.9176	N.S.	N.S.	N.S.
0.6617	N.S.	N.S.	N.S.

---

Table 144. Summary of comparisons of coaches' responses (by coach's won-lost record) using analysis of variance. Item 46, "When all things are considered, looking back on my career to this point, I would describe my satisfaction (S), dissatisfaction (D) as:<sup>a</sup>

	Winning Percentage				All	F Value	Scheffe Test (classes)					
	1 .00- .30	2 .31- .50	3 .51- .70	4 .71- up			(1/2)	(1/3)	(1/4)	(2/3)	(2/4)	(3/4)
Mean	7.9	8.7	9.4	9.1	8.8	4.446**	N.S.	1.490**	1.249**	N.S.	N.S.	N.S.
S.D.	2.538	1.739	.554	1.310								

<sup>a</sup> 0 = great dissatisfaction; 10 = great satisfaction.

\*\* Significant at the .01 level.

analysis and the subsequent Scheffe test revealed that the significant differences lie between the first and third categories and between the first and fourth categories. Coaches in the lowest won-lost category had a mean response of 7.9 "some satisfaction" while those coaches in the third category had an average response of 9.4, midway between "much" and "great" satisfaction. This produced a highly significant difference. The "some satisfaction" of Group one was in contrast to category four's mean response of 9.1 "much satisfaction" and resulted in a significant F value.

Responses to item 46, (Table 145), were also significantly different when grouped by the coach's experience. When the coaches' responses were classified by the three experience categories: 1) 1-4 years; 2) 5-9 years; 3) 10-up years; a highly significant F value resulted from the analysis. The Scheffe test indicated that the significant differences lie between the first and second and the first and third categories respectively. Coaches with 1-4 years experience had a mean response of 8.2 "some satisfaction" in describing the coach's career up to the time of the survey, while coaches in the 5-9 year experience category had a mean response of 9.1 "much satisfaction," a significant difference. When the responses of coaches in the 1-4 year group were compared to those in the 10 years and above category (mean response 9.4, between "much" and "great" satisfaction) a highly significant difference resulted.



Table 145. Summary of comparisons of coaches' responses (by coach's years of experience) using analysis of variance. Item 46, "When all things are considered, looking back on my career to this point, I would describe my satisfaction (S), dissatisfaction (D) as:"

	Years of Experience					Scheffe Test (classes)		
	1 1-4	2 5-9	3 10-up			1/2	1/3	2/3
Mean	8.2	9.1	9.4	8.8	6.414**	-.890*	-1.194**	N.S.
S.D.	2.290	.894	1.067					

\*Significant at the .05 level.

\*\*Significant at the .01 level.

## CHAPTER V. SUMMARY, DISCUSSION, LIMITATIONS, AND RECOMMENDATIONS

### Summary

The problem of this dissertation was to determine the pressures on Iowa high school football coaches' as perceived by the coach himself, his athletic director, superintendent, school board president, a student athlete, and parent of student-athletes. The use of multiple respondents was to provide an "echo" verification of the coaches perception of pressures.

Aid in the development of the questionnaire was received from head basketball and football coaches' of the larger universities in Iowa, selected newspaper sports writers, the head football coach of a leading professional team plus several teachers and administrators. Thirty-two satisfying pressure items, 13 dissatisfying pressure items and three overview questions were developed. A small "jury" group of coaches, athletic directors, and superintendents was used to validate the instrument before using it as a questionnaire.

From a total of 429 schools playing football, 200 were randomly selected to participate in the study. From the 200 original schools who agreed to participate in the study, respondents from 128 districts completed and returned all questionnaires. The questionnaires were distributed by the head football coaches'.

A summary of the coaches' and echos' mean responses to the questionnaire items in total and by the classifications of school size, coach's

won-lost record and coaching experience follows.

A large sample from the target population, the many questions asked, and the use of echo responses from several publics resulted in a vast array of data. Consequently, two charts were developed to aid in summarization of the findings and to facilitate generalizations.

Dissatisfying pressures are displayed in Chart 1. Of the 13 dissatisfying pressures, only six were found to actually affect a significant number of coaches. The remaining seven questions elicited mean responses of no opinion or disagree. These overall opinions were generally verified by the echo responses.

Coaches in general found the following to be dissatisfying aspects of their profession (i.e., they agreed with the dissatisfying item):

1. The coach's teaching contract is dependent upon winning.

All echos supported the coaches position except 1A and 4A athletic directors, 2A and 3A superintendents and 2A, 3A, and 4A board presidents who responded "disagree" or stronger. When classified by winning records, all coaches were in the "no opinion" range while board presidents in districts with winning records disagreed.

2. Coaching duties are dependent on winning. All echos verified the coaches position except 4A athletic directors, 2A superintendents and 2A, 3A, and 4A board presidents who responded in the disagree range. When classified by winning records, all coaches were in the agreement range while superintendents and board presidents in districts with winning records disagreed.

Item	Echos		Coaches	Coaches Affected by Dissatisfying Items
	Agree	Disagree		
33. A coach's teaching contract is dependent upon his having a winning record		4A size A.D; 2A, 3A Supt; 2A, 3A, 4A size board president  Board president 51-70 and 71-up won-lost record  Board president 10-up experience - all "disagreed" or stronger	All: No opinion	
	1A A.D. - strongly agree		1A size coaches - very slightly disagree	
34. A coach's coaching duties are dependent upon winning	All others verified	4A size A.D.; 2A Supt; 2A, 3A, 4A Board president  Supt. 71-up; Board president 31-50, 51- 70, and 71-up won-lost record	All: Some agreement	--*

\* Coach agreed these were satisfying or dissatisfying pressures. Footnote applies to all pages of Chart 1.

Chart 1. Summary of responses to dissatisfying pressure items

Item	Echos		Coach	Coaches Affected by Dissatisfying Items
	Agree	Disagree		
		Board president 1-4, 5-9, and 10- up experience all expressed "some disagreement" to "disagree"		
35. The coaches en- forcement of training rules is criticized	All others verified	A.D. and Board presidents in 4A size schools - "disagreed"	All: No opinion	
36. The coach exper- iences problems with intra-squad discipline		Verified	All: Disagreed	
37. Assistant coaches are of little as- sistance to the head coach		Verified	All: Disagreed	
38. Coaching at the junior high and reserve levels is inferior		Verified	All: Some dis- agreement	

Chart 1. (Continued)

Item	Echos		Coach	Coaches Affected by Dissatisfying Items
	Agree	Disagree		
39. Coaches are "second guessed" by people in the community to a great extent	Verified		All: Agree	--*
40. Cars are considered more important than football for many of the potential football players	All others verified	4A size athletes 31-50 won-lost record athletes "slight" to "some disagreement"	All: Some agree	--*
41. There is considerable pressure placed on the family of the coach		Verified	All: Slightly disagree	
42. A great deal of tension develops in the coach during the football season	Verified		All: Agree	--*
43. The fans expected results beyond the capability of the players available	Verified		All: Slight agreement	--*

Chart 1. (Continued)

Item	Echos		Coach	Coaches Affected by Dissatisfying Items
	Agree	Disagree		
44. The coach's effectiveness as a teacher is lessened during the football season		Verified	All: No opinion <sup>1</sup>	
45. The coach's wife and family are dissatisfied with the demands of coaching		Verified	All: Some disagreement	

<sup>1</sup>  
 "No opinion" response caused by averaging of the five point scale. This response should be interpreted as "neither agree or disagree."

3. Criticism of the coach's enforcement of training rules. All coaches expressed "no opinion" to this item. All echos verified this position except the athletic directors and board presidents of the largest schools who disagreed.
4. Coaches experiencing problems with intra-squad discipline found all coaches disagreeing, a position the echo public verified.
5. Assistant coaches are of little assistance to the head coach. All coaches disagreed and the echo respondents supported their view.
6. Junior high and reserve level coaching is inferior. Coaches disagreed and echo respondents supported the position taken by the coaches.
7. Coaches are second guessed by people in the community. Too often they are thought to have made the wrong decision in who gets to play, what play to call and other strategies. Echo public verified this position.
8. Cars are more important than football. Coaches expressed some agreement with this position. The echos verified the coaches assessment except for athletes from the largest schools and those in the "31-50" won-lost percentage who tended to disagree.
9. Pressure placed on the family of the coach. This statement found coaches disagreeing and echo respondents supporting this position.



10. A great deal of tension develops in the coach. All coaches and echo respondents agreed with this item.
11. Fans expect results beyond player capability. Too often the material is not on a level with that of the rest of the competing schools. Coaches tended to show some agreement with this item and echo respondents supported the coaches perception.
12. Coach's effectiveness as a teacher is lessened during football season. All coaches expressed no opinion and echo respondents assumed this same position.
13. Coach's wife and family are dissatisfied with coaching. Coaches tended to disagree and their assessment was supported by all the echo respondents.

Thirty-two items were developed to gauge the satisfactions of football coaches. They are contained in Chart 2. Of the 32, only three failed to obtain general positive agreement from the coaches. Only three of the coaches' mean responses were not verified by the echo public.

The satisfying pressure items and mean responses are summarized below:

1. The school has a winning tradition in football. All echos verified the no opinion of coaches except the coaches and parents from schools with the poorest records who disagreed.
2. Head coach's efforts recognized. All echos verified the

Item	Echoes		Coach	Coach Affected by Satisfying Items
	Agree	Disagree		
1. The school has a winning tradition in football	All others verified	4-30 won-lost record Parents - "some disagreement"	All: No opinion  4-30 won-lost Coaches - strongly disagree	
2. Superiors recognize the efforts expended by the head coach	Verified		All: Agree	--*
3. Superiors defend the head coach from his critics	Supt. 4-30, 71-up won-lost - strongly agree  All others verified		All: Agree	--*
4. The coach's work is praised by his superiors	Verified		All: Some agreement	--*
5. The coach has a good working relationship with his superiors	Verified		All: Agree	--*

\*Coach agreed these were satisfying or dissatisfying pressures. Footnote applies to all pages of Chart 2.

Chart 2. Summary of responses to satisfying pressure items

Item	Echos		Coach	Coaches Affected by Satisfying Items
	Agree	Disagree		
6. The coach's ideas are accepted by his superiors	Verified		All: Agree	--*
7. The head coach is given responsibility for the assistant coaches working under him	Verified		All: Agree	--*
8. The coach creates most of his own pressure in his desire to be successful	Verified		All: Agree	--*
9. The football program receives the active support of the central office	Verified		All: Agree	--*
10. The football coach has opportunity for advancement, possibly even to college coaching	Verified		All: Some agreement	--*

Item	Echos		Coach	Coaches Affected by Satisfying Items
	Agree	Disagree		
11. The football coach perceives the central office superiors as competent	Verified		All: Agree	-- *
12. The coach has a good personal relationship with his superiors	Verified		All: Agree	-- *
13. The playing facilities for football are good at the school	All others verified	Parents 2A size, 31-50, 51-70, 71-up won-lost, 5-9, 10-up experience "some disagreement"	All: Some agreement	-- *
14. Janitorial assistance in preparing the facilities for use is considered good	Supt. 1-4 experience agree All others verified		All: Slight agreement	-- *
15. The budget for purchase and upkeep of equipment is considered good	Verified		All: Some agreement	-- *

Item	Echos		Coach	Coaches Affected by Satisfying Items
	Agree	Disagree		
16. People in the community praise the coach during successful times	Verified		All: Agree	--*
17. Coaches are well accepted in the community	Verified		All: Agree	--*
18. The coach was given credit by people in the community when the team was successful	Verified		All: Agree	--*
19. The coach is generally credited with helping to mold positive attitudes in his players by people in the community	Verified		All: Some agreement	--*

Chart 2. (Continued)

Item	Echos		Coach	Coaches Affected by Satisfying Items
	Agree	Disagree		
20. The coach is evaluated on his teaching abilities as well as his coaching by members of the community	All others verified	Parents 4A size - "slightly disagreed"	All: Slight agreement	--*
21. There is much favorable publicity in the community about the football program	Verified		All: Some agreement	--*
22. Students display a great deal of pride in their football team	Verified		All: Some agreement	--*
23. The coach receives a great deal of personal satisfaction from working with the young men	Verified		All: Strongly agree	--*
24. The coach is generally looked up to by the team members	Verified		All: Agree	--*

Chart 2. (Continued)

Item	Echos		Coach	Coaches Affected by Satisfying Items
	Agree	Disagree		
25. The student body generally looks up to the coach	Verified		All: Agree	--*
26. In most instances the coach is able to instill positive traits of character in the young men on the team	Verified		All: Agree	--*
27. The coach's playing experience in football affects his success as a coach	Verified		All: Slight agreement	--*
28. High standards are expected of those who participate in football	Verified		All: Agree	--*
29. Good public relations is considered a vital part of the head football coaching job	Verified		All: Agree	--*

Chart 2. (Continued)

Item	Echos		Coach	Coaches Affected by Satisfying Items
	Agree	Disagree		
30. Football coaches are expected to practice good sportsmanship by the people of the community	Verified		All: Agree	--*
31. If a coach builds a great record, he will get to be principal in this or another community	All others verified	A.D., Supt. in 4A size - "Dis-agreed"	All: Some agreement	
32. The coach gets lots of publicity in the papers, on radio or T.V.		Verified	All: Very slight disagreement	

Chart 2. (Continued)



coaches' position.

3. Superiors defend the head coach. All echos upheld the coaches' position with the exception of superintendents from schools which had coaches in the least winning and the most winning categories.
4. Coach's work is praised. All coaches showed some agreement and all echos supported this view.
5. Coach has good working relationship. Coaches "agreed" and echo respondents verified this position.
6. Coach's ideas are accepted. Coaches again "agreed" and echo respondents sustained this result.
7. Head coach responsible for assistants. Coaches' responses were "agree" or stronger and the echo public agreed.
8. Coach creates most of own pressure. Coaches "agreed" and echos supported the coaches' position.
9. Football program supported by central office. All echo respondents supported the coaches' position.
10. Football coach has opportunity to advance. Coaches showed some agreement and echo respondents agreed with their assessment.
11. Central office perceived as competent. All echo respondents supported the coaches' position.
12. Coach has good personal relationship. All coaches and echos alike agreed with this item.

13. Playing facilities for football are good. All coaches expressed some agreement with this statement. All echos agreed except parents from the next to the smallest enrollment categories and those in all but the poorest record category and those parents in schools with coaches in the two highest coaching experience categories who all expressed some disagreement.
14. Janitorial assistance is good. All coaches very slightly agreed and all echos supported their view except superintendents who had coaches with the least experience. They tended toward strongly agreeing that janitorial assistance was good.
15. The football budget is good. Echo respondents supported the coaches' perception.
16. Coach is praised when successful. Echo respondents agreed with the coaches' position.
17. Coaches well accepted. All echos share the coaches' perception.
18. Coach credited for team's success. The echo respondents supported the coaches' response.
19. Coach credited with molding positive attitudes. All coaches showed some agreement and were supported by the echo respondents.
20. Coach evaluated on his teaching. All echos verified the

coaches position except the parents from the largest schools who expressed some disagreement.

21. Much favorable football publicity. All coaches and echo respondents alike, expressed some agreement with this item.
22. Students display pride in their football team. The echo respondents supported the coaches by expressing some agreement with this item.
23. Coach receives personal satisfaction, saw coaches and echo responses strongly agreeing to this statement.
24. Coach is looked up to by community. Echo respondents verified that coaches are generally looked up to in the community.
25. Coach is looked up to by students. The coaches and echos agreed that this situation does indeed exist.
26. Coach instills positive traits of character. The echo public agreed with the coaches.
27. Coach's playing experience affects coaching success. Coaches and echos alike expressed slight agreement with this item.
28. High standards expected of players. Coaches and echo respondents agreed.
29. Public relations a vital part of head coaching job. All coaches and echo respondents tended to respond agree or stronger to this item.
30. Coaches are expected to practice good sportsmanship. The echo public supported the agreement position taken by the coaches.

31. A great record will lead to principalship. All coaches expressed some disagreement to this statement. The echo respondents supported the coaches' perception, except for the athletic directors and superintendents from the largest schools who disagreed, while their coaches expressed slight agreement.

32. The coach gets lots of publicity in the papers, radio, or T.V. The coaches slightly disagreed, and all echo respondents supported this perception.

As can be seen from the charts, with only a few exceptions, the perceptions of the coaches and echo respondents, whether classified by school size, coaches' won-lost record or coaches' experience, were very similar on the satisfying pressure items:

It should be remembered in considering the following conclusions that the job satisfaction concepts of Fredrick Herzberg (17) were used as a rationale for determining coaching pressures in this study. Herzberg points out that a job must have ample satisfiers and not too many dissatisfiers for continued job enjoyment. Moreover, the opposite of job satisfaction (according to Herzberg) is no job satisfaction not dissatisfaction. This investigation used selected satisfying and dissatisfying pressures to define the pressure on football coaches. With these cautions in mind the data appear to warrant the following conclusions:

A. In regards to dissatisfying pressures coaches agreed that five of the 13 applied to their personal coaching situation, viz.,

1. Coach's coaching duties are dependent upon winning.
2. Coaches are second guessed by people in the community.
3. Cars are more important than football for many of the potential players.
4. A great deal of tension develops in the coach during the season.
5. Fans expect results beyond capability of the players.

B. When satisfying pressures were clustered, all but three were selected as describing their personal coaching situation.

Those three were:

1. The school has a winning tradition.
2. A great record will get a principal's job for the coach.
3. The coach gets lots of publicity from the news media.

C. Overall, the preponderance of data seems to indicate that coaching is a pressure occupation, but among those presently in the position in Iowa it is a satisfying job. Moreover:

1. Coaches from the largest schools were the most likely to receive lots of publicity in the papers, on radio, or T.V.
2. Coaches with the poorest records and those with least experience commonly indicated they were second guessed

to a great extent by people in the community.

3. Coaches in the lowest won-lost record categories realistically disagreed that their school has a winning tradition.
4. Perception of pressure from dissatisfying pressure items did not vary significantly by experience of coaches.
5. Coaches with the least experience disagreed with those in the other two tenure categories that the school had a winning tradition in football. The more experienced the coach the more he agreed with this statement.
6. More experienced coaches enjoyed better working relationships with their superiors than did the least experienced coaches. They were also more apt to perceive their superiors as being competent.
7. More experienced coaches thought they were evaluated on their teaching as well as their coaching while the least experienced coaches answered, "no opinion."
8. The more experienced coaches were more certain of their ability to instill positive traits of character in the young team members.
9. Little favorable football publicity and little student support was found in the communities where the coaches have the poorest records.

10. Parents are the most likely segment of the community to be negative.
11. Much satisfaction was expressed by all coaches concerning their coaching career with no significant difference found when responses were categorized by size of school.
12. Coaches in the lowest won-lost category, although satisfied with coaching, were significantly less satisfied than those coaches in the two winning won-lost categories.
13. Coaches with the least experience, although satisfied with coaching, evidenced significantly less satisfaction than those coaches in the two other experience categories.
14. Echo respondents (athletic director, superintendent, board president, student athletes and parents) generally verified the coaches perceptions.
15. Results of the L.O.Q. comparisons revealed no significant differences except that coaches from 4A schools scored significantly lower in consideration than did coaches from 1A schools.

### Discussion

Several insights were gained in comparing pressure opinions across enrollment, experience and success categories which merit discussion. These are not conclusions but are generalizations and, in some instances, speculation.

Coaches overall did express "some agreement" that continued coaching duties are dependent upon winning. Echo respondents who disagreed with this item came from among those who were in management roles, i.e., athletic directors, superintendents, and board presidents. Athletes and their parents tended to side with the coach -- lose and you'll not be a coach.

Coaches are second guessed by people in the community to a great extent according to coaches and echo respondents. This seems to be a part of coaching. The visibility of the coach's position and decisions plus the very nature of people who attend spectator sports would make this response predictable.

There was agreement by all except some of the athletes that cars were more important than football for many of the young men. The problems that many schools have had in getting sufficient numbers of students to participate in football would seem to add support to this view. Cars cost money, money takes time to earn, football takes time and something has to give.

Although the coach and respondents agree that a great deal of tension develops in the coach during the season, this pressure apparently is not passed on to the family of the coach to any considerable extent. Coaches seem to relish the pressure, many seem quite proud of bearing the load.

It is likely that fans expect results beyond the capability of the players all the way up the sports ladder to the professional level where fan disappointment is ultimately reflected in reduced gate :



receipts. Indeed, this same thing can happen on a smaller scale, at the high school sports level.

Some of the items that coaches and echo respondents agreed were not dissatisfying pressure items are equally revealing. Many thought that a coach's teaching contract is dependent upon his having a winning record. Nonetheless, it is common in Iowa schools for coaches, considered good teachers, to be relieved of their coaching duties only, many times at their own request. They then continued as biology, physical education, or social studies instructors until retirement.

Enforcement of training rules and problems of intra-squad discipline did not seem to be of sufficient magnitude in coaching as a whole to be considered a dissatisfying pressure. Perhaps these types of problems are expected and met adequately by the coaches. Some coaches seem to enjoy setting high standards of training and often personally follow the training rules and exercises.

Assistant and junior high level coaches were both viewed as being an asset to the head coach. Coaches and echos alike rejected any assumption that either of these groups constituted a dissatisfying pressure because of low quality.

No opinion was forthcoming concerning the coach's effectiveness as a teacher during the football season. Whether this is an accurate reflection of what happens or simply something coaches would rather not ponder could not be determined because of the wording of the question.

The coach's wife and family seem not to be dissatisfied with the demands of coaching. Perhaps this should have been expected. It may

be that in those families where a great deal of tension over coaching did develop, the individual may have left coaching and hence not be included in the survey group.

A review of the satisfying pressure items finds coaches and echo respondents agreeing that 29 of 32 statements were satisfying pressure items, which affected their personal coaching situation. On only two statements the coaches and echos concurred that the items were not satisfying pressure items and on the other one there was not general agreement among some of the coaches and echo respondents.

Most coaches expressed "no opinion" as to whether their school has a winning tradition in football. A notable exception were those coaches in the 4-30 won-lost percentage category. They strongly disagreed and are no doubt right, at least for the length of time they had been head coach.

The other item where coaches and echos expressed some "slight disagreement" was the one concerning the coach getting lots of publicity in the papers, on radio, or T.V. It may be that the team rather than the coach gets the bulk of the publicity or that, except for a weekly newspaper, other types of media coverage are lacking in the majority of Iowa communities that play football.

The superiors recognize the efforts of the coach, defend him from his critics, and praise his work is verified by coaches and echos alike. This writer's personal experience would lead to this same conclusion. Likewise the coach enjoys a good working relationship with his superiors, his ideas are accepted and he is given authority over the assistant

coaches working under him. This would seem to indicate that the coaching position as viewed by the coach and the echos is indeed a position where mutual respect can be expected between the coach and his superiors.

The coach and echos agreed that "most" of the pressure attributable to the football coaching job is a result of the coach's own desire to be successful. This would seem to support the statement of George Allen (1) that the pressures were a part of coaching and a coach had better "relish" these pressures and be able to hold up under them.

In regards to relations with the district central office, generally the football program was actively supported by the central office, the coach views his superiors as competent and has a good personal relationship with them. Similarly, respondents slightly agreed that the football coach has opportunity for advancement, playing facilities are good for football, janitorial assistance in preparing facilities for use is adequate and the budget for purchase and upkeep of equipment is considered good. This seems to point up the fact that while personal support may be on a high level, the physical facilities and financial support is not so outstanding.

Football coaches seem to bask in a favorable community glow e.g., communities praised the coach during successful times, accepted him in the community, and gave him credit for his teams success. The coaches and echos were in agreement concerning these items which would support the thesis that the coach is generally well regarded in the community.

Football coaches get to work with young men -- perhaps in many communities the finest young men in the school. The coach - player

or student relationship is indicated by several items that dealt with this relationship. Some agreement was given by coaches and echos to the notion that students display a great deal of pride in their football team. They agreed that the coach was generally looked up to by the team members and strongly agreed that the coach receives a great deal of personal satisfaction from working with the young men. This last item could very well be the single most satisfying pressure item that influences the head football coach to continue in his profession.

The student body is credited with generally "looking up" to the coach. Additionally, the coach is recognized as being able to instill positive traits of character in the young men on the team. Countless examples of lasting and beneficial friendships may be cited that have developed from the coach - player relationship.

High standards are expected by those who participate in football. Equally important is the public relations part of the head football coaching position. It is quite readily accepted that this is an important part of this position. Public relation efforts are important not only in encouraging young men to participate, but also in seeking and gaining parental and community backing and support. Football coaches are expected by people in the community to practice good sportsmanship. This plus the instilling of positive traits of character in young athletes are a vital part of determining the respect the head coach has in the eyes of the people of his community.

There was some agreement that if a coach builds a great record, he will get to be principal in this or another community. Over the years

this has happened in enough instances that people responded with some agreement. Perhaps this agreement is indicative of the coaches ability to maintain discipline on his squads and establish good rapport with his players more than a reflection of his won-lost record. A good case can be made however, that these aforementioned abilities are an equally important part of any successful football coach.

All things considered, the head football coaching position seems to have many more satisfying results than dissatisfying. The position is one that is in general looked up to and is considered as being an important and influential position within the community. The all-prevailing feeling, after working with the responses of Iowa coaches, athletic directors, superintendents, athletes, and athletes' parents for over a year's time, is that football coaching (at least at the high school level) is a rewarding and attractive assignment for men teachers -- especially if you can win more often than you lose!

#### Limitations

Use and interpretation of these findings should be constrained by the following limitations:

1. The percentage of return, although good for an echo study, was not large.
2. Respondents were queried by mail and not in person, consequently, interpretation and follow-up questions were precluded.
3. The study was conducted over a short period of time, a

longitudinal study might have revealed trends over the career span.

4. Some of the individuals who were unsuccessful obviously had dropped out of coaching and were not included in the sample.
5. Likewise, some of the more successful coaches dropped out or moved on to college and/or professional teams. How would they view the pressures?
6. It is conceivable that only satisfied coaches and their echos even bothered to answer.
7. If a sort of machismo myth of the male athlete who keeps a stiff upper lip was operant with coaches, they may have hidden many dissatisfactions.
8. The survey was not concluded during the football season. Time may have dimmed some of the problems.
9. This investigation used a five point scale for responses, ranging from "strongly agree" through "no opinion" to "strongly disagree." It is possible that some mean responses which were interpreted as "no opinion" actually implied uncertainty on the part of the respondent.

#### Recommendations

##### For practice

This investigation suggests that educators who train, manage or work with coaches should consider:

1. Placing more emphasis on the public relations aspect of coaching at the college training level e.g.,
  - a. Course work and experience in conducting orientation meetings with parents.
  - b. Course work and experience in developing good working relationship with the local news media.
2. Helping coaches learn how to cope with the build-up of pressure during the season. The need for a wider range of acceptable outlets for this pressure is evident, e.g.,
  - a. The need to golf, fish or some other acceptable outlet to relieve some of the pressure during the season.
  - b. Background information to aid in communicating and understanding pressure groups such as "downtown quarter-backs."
  - c. Cultivating a listening source.
3. Putting more emphasis upon the sensitivity needed by a potential coach of the young men and women who comprise the athletic teams, e.g.,
  - a. The ability to communicate with the young athlete is especially important in establishing a good coach/player relationship.
  - b. More emphasis on adolescent psychology.
4. Continuing and upgrading the in-service programs presently conducted by the Iowa High School Athletic Association. As

the variety of sports activities offered increases, the supply of qualified teacher/coaches is not keeping pace, e.g.,

- a. First-aid classes, theory classes, and topics that are related to coaching are important as part of an ongoing in-service program even for those who have completed college courses.
- b. As a result of little teacher turnover and expanding athletic activities, it becomes important to have an easily accessible source for improvement and for in-service work for those who have not had this exposure.

#### Further research

In light of the acknowledged limitations of this research and from analysis of data obtained, the following additional research activities are recommended to subsequent researches interested in improvement of high school athletics.

1. A follow-up study in which those who have dropped out of coaching could be studied with in-person interviews.
2. A survey of those actually changing jobs or "giving-up" coaching under pressure.
3. Analysis of the turnover rate in football coaching -- is it really a short-lived career?
4. Assessment of the reasons for leaving the football coaching field beyond lack of coaching success.



5. Conducting a parallel study of coaches of girls' and boys' basketball.
6. Extension of a similar study over a several year period to determine career trends.
7. In the event this investigation is replicated a forced-choice scale should be used to avoid the ambiguity of a "no opinion" response.

In each of these attempts it is recommended that interviews or surveys follow the close of the season or be conducted during the season to see pressure(s) at their peak.

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**APPENDIX A: LETTERS TO  
HEAD FOOTBALL COACH, ATHLETIC DIRECTOR, SUPERINTENDENT,  
SCHOOL BOARD PRESIDENT, ATHLETE, OR PARENT**

Cover Sheets for Questionnaires

Iowa High School Athletic  
Association  
Boone, Iowa  
c/o Ted E. Runyan

Dear Head Football Coach:

Thank you for returning the post card indicating your willingness to participate in the study concerning pressures on Iowa football coaches to win.

First complete the Leadership Opinion Questionnaire by Edwin A. Fleishman and the personal information form prior to the questionnaire.

Please complete the questionnaire which lists dissatisfying pressure statements, and satisfying pressure statements, as indicated by a jury panel of 5 head football coaches, 5 athletic directors, 5 superintendents, and the executive secretary and the assistant executive secretary of the Iowa High School Athletic Association.

Give each of the different colored questionnaires to the people whose position appears at the top of the first page. This part of the survey is intended to provide an "echo" verification of your perceptions of pressure as seen by the several publics.

You will notice the questionnaires are identified by code numbers. The code numbers are necessary so the questionnaires may be grouped for data analysis. You, as an individual, will not be identified. Neither you nor your district will be identified in reporting the results of this study.

The results will be made available to all Iowa schools through the Iowa High School Athletic Association.

A stamped addressed manila envelope is included for you to return all questionnaires as soon as they are completed.

Your prompt response will be greatly appreciated.

Sincerely,

Ted E. Runyan



Iowa High School Athletic  
Association  
Boone, Iowa  
c/o Ted E. Runyan

Dear Athletic Director, Superintendent, School Board President, Athlete,  
or Parent,

Purpose of the questionnaire:

This questionnaire is part of a research project at Iowa State University on pressures on Iowa Football Coaches to win. The research is being conducted with the approval and support of the Iowa High School Athletic Association. The research project covers football playing schools within the State of Iowa. The specific purpose of this research project is to improve the football coaching climate within the State of Iowa.

Your part of the survey will provide one of the "echo" verifications of the pressures on head football coaches as seen by the several publics. Think of your schools football coach. Next, consider each item in regard to pressures, if any, on him.

You will notice the questionnaires are identified by code numbers. The code numbers are necessary so the questionnaires may be grouped for data analysis. You, as an individual, will not be identified. Neither you nor your district will be identified in reporting the results of this study.

The results will be made available to all Iowa schools through the Iowa High School Athletic Association.

Sincerely,

Ted E. Runyan

**APPENDIX B: QUESTIONNAIRE**

### Questionnaire

The following questionnaire was given to the head football coach, athletic director, superintendent, school board president, athlete, and athlete's parent.

Code No. \_\_\_\_\_  
Head Football Coach

#### Personal Information<sup>1</sup>

1. How many years as a head football coach? \_\_\_\_\_
2. How many years as a head football coach at your present school? \_\_\_\_\_
3. What is your school classification for football play-offs?  
 \_\_\_\_\_ (AAAA = 700 enrollment or over, AAA = 300 to 699,  
 AA = 175 to 299, and A = under 175.
4. What is the past 5 year record of the school?      Won \_\_\_\_\_  
    Lost \_\_\_\_\_  
    Tie     \_\_\_\_\_
5. What is your record? (up to the last 5 years)      Won \_\_\_\_\_  
    Lost \_\_\_\_\_  
    Tie     \_\_\_\_\_
6. How many head coaches has the school had in the last 5 years? \_\_\_\_\_

#### Directions

1. Read each statement carefully
2. Circle: 1 if you strongly agree with the statement; 2 if you agree with the statement; 3 if you have no opinion; 4 if you disagree with the statement; 5 if you strongly disagree with the statement.

---

<sup>1</sup>Applies to head football coaches only.

## 3. Mark your answers as shown in the examples below:

Example: The coach is criticized for playing certain individuals  
(you agree with this statement) 1 (2) 3 4 5

Example: The coach receives angry phone calls from people in the community  
(you strongly disagree with this statement) 1 2 3 4 (5)

Example: The coach is part of one or more cohesive community groups  
(you have no opinion - neither agree or disagree) 1 2 (3) 4 5

## 4. Answer each question

## 5. Please seal the form in the envelope provided and return promptly along with forms from the other 5 respondents.

Code No. \_\_\_\_\_  
Head Football Coach

Questionnaire:

Circle one: 1-Strongly Agree; 2-Agree; 3-No Opinion; 4-Disagree;  
5- Strongly Disagree

Satisfying Pressure Statements:

- |   |           |
|---|-----------|
| 1. The school has a winning tradition in football                                     | 1 2 3 4 5 |
| 2. Superiors recognize the efforts expended by the head coach                         | 1 2 3 4 5 |
| 3. Superiors defend the head coach from his critics                                   | 1 2 3 4 5 |
| 4. The coach's work is praised by his superiors                                       | 1 2 3 4 5 |
| 5. The coach has a good working relationship with his superiors                       | 1 2 3 4 5 |
| 6. The coach's ideas are accepted by his superiors                                    | 1 2 3 4 5 |
| 7. The head coach is given responsibility for the assistant coaches working under him | 1 2 3 4 5 |
| 8. The coach creates most of his own pressure in his desire to be successful          | 1 2 3 4 5 |

9. The football program receives the active support of the central office 1 2 3 4 5
10. The football coach has opportunity for advancement, possibly even to college coaching 1 2 3 4 5
11. The football coach perceives the central office superiors as competent 1 2 3 4 5
12. The coach has a good personal relationship with his superiors 1 2 3 4 5
13. The playing facilities for football are good at the school 1 2 3 4 5
14. Janitorial assistance in preparing the facilities for use is considered good 1 2 3 4 5
15. The budget for purchase and up-keep of equipment is considered good 1 2 3 4 5
16. People in the community praise the coach during successful times 1 2 3 4 5
17. Coaches are well accepted in the community 1 2 3 4 5
18. The coach was given credit by people in the community when the team was successful 1 2 3 4 5
19. The coach is generally credited with helping to mold positive attitudes in his players by people in the community 1 2 3 4 5
20. The coach is evaluated on his teaching abilities as well as his coaching by members of the community 1 2 3 4 5
21. There is much favorable publicity in the community about the football program 1 2 3 4 5
22. Students display a great deal of pride in their football team 1 2 3 4 5
23. The coach receives a great deal of personal satisfaction from working with the young men 1 2 3 4 5
24. The coach is generally looked up to by the team members 1 2 3 4 5
25. The student body generally looks up to the coach 1 2 3 4 5

Circle One: 1-Strongly Agree; 2-Agree; 3-No Opinion; 4-Disagree;  
5-Strongly Disagree

- |     |  |                   |
|-----|--|-------------------|
| 26. | In most instances the coach is able to instill positive traits of character in the young men on the team | 1   2   3   4   5 |
| 27. | The coach's playing experience in football affects his success as a coach                                | 1   2   3   4   5 |
| 28. | High standards are expected of those who participate in football   | 1   2   3   4   5 |
| 29. | Good public relations is considered a vital part of the head football coaching job                       | 1   2   3   4   5 |
| 30. | Football coaches are expected to practice good sportsmanship by the people of the community              | 1   2   3   4   5 |
| 31. | If a coach builds a great record, he will get to be principal in this or another community               | 1   2   3   4   5 |
| 32. | The coach gets lots of publicity in the papers, on radio, or T.V.  | 1   2   3   4   5 |

Dissatisfying Pressure Statements:

- |     |   |                   |
|-----|---|-------------------|
| 33. | A coach's teaching contract is dependent upon his having a winning record | 1   2   3   4   5 |
| 34. | A coach's coaching duties are dependent upon winning                      | 1   2   3   4   5 |
| 35. | The coach's enforcement of training rules is criticized                   | 1   2   3   4   5 |
| 36. | The coach experiences problems with intra-squad discipline                | 1   2   3   4   5 |
| 37. | Assistant coaches are of little assistance to the coach                   | 1   2   3   4   5 |
| 38. | Coaching at the junior high and reserve levels is inferior                | 1   2   3   4   5 |
| 39. | Coaches are "second guessed" by people in the community to a great extent | 1   2   3   4   5 |

Circle One: 1-Strongly Agree; 2-Agree; 3-No Opinion; 4-Disagree;  
5-Strongly Disagree

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 40. | Cars are considered more important than football for many of the potential football players | 1 | 2 | 3 | 4 | 5 |
| 41. | There is considerable pressure placed on the family of the coach                            | 1 | 2 | 3 | 4 | 5 |
| 42. | A great deal of tension develops in the coach during the football season                    | 1 | 2 | 3 | 4 | 5 |
| 43. | The fans expected results beyond the capability of the players available                    | 1 | 2 | 3 | 4 | 5 |
| 44. | The coach's effectiveness as a teacher is lessened during the football season               | 1 | 2 | 3 | 4 | 5 |
| 45. | The coach's wife and family are dissatisfied with the demands of coaching                   | 1 | 2 | 3 | 4 | 5 |

Additional Questions:

- 46.<sup>1</sup> When all things are considered, looking back on my career to this point, I would describe my satisfaction (S)/dissatisfaction (D) as:

(circle one)

S (Satisfaction)  
D (Dissatisfaction)  
U (Undecided)

(circle one)

1-very little  
2-little  
3-some  
4-much  
5-great

- 46.<sup>2</sup> When considering pressures on your coach, which segment of the community is most likely to be negative? (choose only one)

\_\_\_\_\_ Booster Club  
\_\_\_\_\_ Parents  
\_\_\_\_\_ Faculty  
\_\_\_\_\_ Administration  
\_\_\_\_\_ School Board

\_\_\_\_\_ Local news media  
\_\_\_\_\_ Players  
\_\_\_\_\_ Family  
\_\_\_\_\_ Coaching colleagues  
\_\_\_\_\_ Other  
\_\_\_\_\_

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<sup>1</sup> Applies to coaches only.

<sup>2</sup> Applies to all respondents.



- 46.<sup>1</sup> Has your football coach been subject to a considerable amount of pressure this season? (circle the appropriate answer)

Yes

No

Undecided

If yes, did you feel this pressure as a player (circle one)

- 1 none
- 2 little
- 3 some
- 4 much
- 5 great

47. Is there anything else that provides a negative or positive pressure on the coach that we have left out? (please write in)

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Thank you for your help. We appreciate your cooperation in completing this questionnaire.

Ted E. Runyan

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<sup>1</sup>This question applies only to student athletes.